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ABSTRACT

This document reports good practice as learned in Britain's FEU (Further Education Unit) and NIACE (National Institute of Adult Continuing Education) programs aimed at providing educational opportunities for unemployed adults. Section 1 describes the review of projects that resulted in the document; mentions specific issues and problems relating to women, racial and ethnic minority groups, older adults, those with physical disabilities, and mentally ill people; and discusses barriers to access. Section 2 covers market research and needs analysis, outreach, publicity, and advertising. Section 3 describes patterns of organizational collaboration and the benefits, needs, and problems of collaboration and networking. Section 4 covers the need for guidance, learner assessment, feedback, advocacy, external and internal counseling services, and counseling and support in a teaching context. Section 5 discusses curriculum design, including content, objectives, and specific types of education provision. Section 6 covers the promotion of flexible learning, including the rights of negotiation and choice for adult learners, community-based locations, materials, methods, open learning, and self-managed learning. Section 7 deals with assessment, accreditation, and progression, including portfolios, prior learning, experience in continuing and higher education, experience in informal and community contexts, and transition and progression. Section 8 addresses evaluation, articulation, and staff development. The document concludes with descriptions of the 75 projects reviewed. (CML)

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DRAWING ON EXPERIENCE

REPLAN Projects Review

National Institute of
Adult Continuing Education
Further Education Unit

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Drawing on Experience

REPLAN Projects Review

Further Education Unit
NIACE REPLAN

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FOREWORD

The REPLAN programme has sought to achieve its objective of promoting the development of educational opportunities for unemployed adults in various ways. Of these, the development projects sponsored by the FEU and NIACE have always been among the most visible.

This report draws together many of the lessons of the two complementary project programmes into a useful synthesis of good or interesting practice. A glance down the contents page reveals how broad is the range of issues covered by REPLAN projects. Whilst the programme has sought to improve the quality and range of learning opportunities for unemployed and unwaged people, it is clearly the case that many of its lessons have a far wider applicability and this report will be of use to all seeking to deliver learner-centred education to non-traditional students.

REPLAN has always been a partnership between a range of organisations and we are pleased that this review provides a practical outcome of partnerships between the FEU and NIACE and between ourselves and those organisations and institutions which have carried out projects on our behalf.

This report is the result of a working group comprising the project consultant and report author Vernon Smith and the following staff of the FEU and NIACE: Pat Gale, Martin Johnson, Alastair Thomson and Elizabeth Weightman. We also acknowledge the work of all the project workers and steering groups on whose reports we have drawn.

TONY UDEN
Head of NIACE REPLAN

GEOFF STANTON
Chief Officer, FEU

EXPLANATORY NOTE

This review of REPLAN development projects has been jointly sponsored by the Further Education Unit (FEU) and the National Institute of Adult Continuing Education (NIACE).

Selected papers and reports produced by the projects concerned have been studied in order to identify common themes likely to be of interest to all those responsible for local provision of education and training programmes for the adult unemployed.

Since projects were at different stages when the review was being carried out (between September 1988 and November 1989), material available from each varied both in quantity and status. A number of projects had already been completed some while earlier, and in most of these cases edited or published versions of final project reports were available for consultation. However, in cases where work was still in progress the only sources of information may have been working papers, committee reports and the like. In some instances, usually where projects had only recently started, very little source material was available to the reviewer. In no sense, therefore, is it possible to claim that the review represents a comprehensive and balanced picture of the projects in question. Nevertheless, an attempt has been made to draw as widely as possible on the experience illustrated by the various projects in order to arrive at a coherent picture of the development work undertaken, and relate it to key curricular themes.

To facilitate specific references to individual projects within the review, each one has been given a number in the overall series 1–80. Projects sponsored by the FEU are numbered in a series from 1–45; projects sponsored by NIACE REPLAN are numbered from 50–75. Any reference or quotation in the text deriving from one of the projects reviewed is usually identified by project number rather than by project name. A summary of all projects in numerical order will be found in Section 10 at the end of the review.

Quotations from published reports indicate publisher and year of publication after the title. Those (few) which are not accompanied by a project number are quotations from other reports and publications of relevance to the topic concerned. Where no publisher or date is mentioned the document may have been an unpublished report (in some cases a partial or early draft), a working paper or some other printed source.

VERNON SMITH
Project Consultant

1. DRAWING ON EXPERIENCE

1.1. REPLAN PROJECTS REVIEW IN CONTEXT

Recent initiatives designed to promote education and training opportunities for adults reflect a concern that the United Kingdom has a less well-educated, less competent and less adaptable workforce than many of its economic competitors. For a variety of historical and cultural reasons, employers, trades unions, local authorities and other agencies with responsibility for provision have, until very recently, given a relatively low priority to the education and training of adults.

The appearance of large-scale structural unemployment in the 1970s and 80s, bearing particularly heavily on unskilled and semi-skilled workers, precipitated government concern for the upgrading of workforce skills and for the provision of opportunities for personal and community development for those finding themselves out of work as a consequence of economic restructuring.

The REPLAN programme, launched by the Department of Education and Science in 1984, aimed to stimulate the development of new kinds of courses and new kinds of approaches to provision of learning opportunities for unemployed adults. At national level, the Further Education Unit (FEU) was asked to promote a programme of curriculum research and development projects, and the National Institute of Adult Continuing Education (NIACE) was given responsibility for the funding of innovative local development projects, along with other elements of the programme.

> *"The attempt to accommodate mature unemployed people within the existing framework has served to draw attention to its inadequacies and to the irrelevance of many of the basic assumptions on which it rests. Mature students are still being expected to slot into courses for the eighteen-plus-age-group and to study for examinations designed for fifteen- and sixteen-year-olds." [Education for Unemployed Adults, McDonald, J., DES, 1984]*

Since the launch of the programme, more than 100 projects have been sponsored by the two national agencies concerned. A review of the first phase of the NIACE projects programme, covering a wide range of local development projects, was published by NIACE in 1987 under the title *Learning for a Change*. This current review deals with a further 20–25 second-phase NIACE projects, plus the full complement of 40–45 curriculum development projects sponsored by the FEU between 1984 and 1989.

The review is not concerned with evaluation of projects: specific evaluative exercises have been carried out separately by NIACE, the FEU and the DES. The primary purpose of the review is to focus on common themes arising from the projects undertaken, and which appear to have more general practical significance for the planning and organisation of programmes for unemployed people. An attempt has also been made to identify useful examples of good practice of interest to other practitioners involved in the business of programme management and delivery. Although NIACE and FEU projects have tended to be administered quite separately, it was agreed that a joint review of REPLAN projects sponsored by the two agencies would best serve the interests of educators in the field. After four or five years of experimentation and development, the practical experience and problems of colleagues working in a variety of different situations has helped to clarify a number of issues and test a range of educational approaches which will be of relevance to many others concerned with the promotion of learning activities for adults. The cross-fertilisation of ideas between people and organisations repre-

senting very different backgrounds and philosophies has been a particularly creative feature of the two sets of project programmes.

A number of the most significant projects have already had an important impact on development of local provision. One of the early ones was an FEU project (Project No.11) leading to the publication of a report by Tony Watts and Eddy Knasel which offered a conceptual framework for curricular aims and content. Five main objectives of educational programmes for unemployed people were identified, and these have provided a useful basis for the planning and implementation of many college and community-based activities in the intervening period. The five objectives are:

1. **EMPLOYABILITY**: to help unemployed people to develop knowledge, skills and attitudes which will increase their chances of finding and keeping a job.

2. **COPING**: to help unemployed people to develop knowledge, skills and attitudes which will help them to cope with being unemployed.

3. **CONTEXT**: to help unemployed people to understand the extent to which the responsibility for being unemployed lies with society rather than with the individual, and to explore possible forms of social, political and community action related to unemployment.

4. **LEISURE**: to help unemployed people to develop knowledge, skills and attitudes which will help them to make good use of their increased 'leisure' time.

5. **OPPORTUNITY CREATION:** to help unemployed people to develop knowledge, skills and attitudes which will enable them to create their own livelihood. *[Adult Unemployment and the Curriculum: A manual for practitioners, Watts, A.G. and Knasel, E.G., FEU, 1985 (Project No.11)]*

The first formal statements about the REPLAN programme made reference to 'unemployed' adults, it was clear from the beginning that the kinds of courses and activities appropriate for the unemployed (strictly defined) might be suitable for other groups of 'unwaged' people, including women without recent involvement in the labour market, who were also likely to benefit from learning activities aimed at raising levels of confidence and extending knowledge and skills into new areas of competence.

Indeed, as the REPLAN programme has developed, as new innovative approaches have been tried and tested, and as the labour market context itself has evolved, there is now widespread recognition of the benefits likely to accrue from the extension of this kind of provision to larger numbers of the under-employed, unskilled and under-educated – and to other groups of adults in need of education and training.

During the second half of the 1980s, the total number of people unemployed and claiming benefit has steadily fallen. The number involved in part-time, fixed-term and self-employed occupations has risen. The service sector has continued to expand; the proportion of women in the workforce has risen; the number of men withdrawing from the workforce while still of conventional working age has increased; and the number of school-leavers available for entry to the labour market is now falling. At the same time, calls for higher levels of skill, competence and flexibility in the workforce have continued to squeeze the range of employment opportunities available to those lacking training and specific skills. The need for a renewed emphasis on education and training for adults – both employed and unemployed – is therefore now widely recognised.

The main purpose of this review is to identify those aspects of experience under the various FEU and NIACE development projects which seem likely to be of significance for the development of subsequent educational work with unemployed and unwaged adults, and others in need of education and training which could

enhance employability and employment prospects. A number of key themes have emerged from analysis of the various projects undertaken so far, and discussion of these constitutes the main substance of this review. The themes relate to essentially practical aspects of programme organisation and curriculum implementation:

- ☐ marketing and outreach
- ☐ collaboration and networking
- ☐ guidance, counselling and learner support
- ☐ curriculum design: programmes and content
- ☐ curriculum delivery: promoting flexible learning
- ☐ assessment, accreditation and progression
- ☐ evaluation, integration and staff development.

However, before moving on to detailed treatment of each of the themes, some preliminary discussion of the following underlying issues will help to clarify questions which relate to and extend across a number of the themes selected. These are:

- ☐ the identification of special target groups
- ☐ barriers to access
- ☐ differing traditions in further and community education.

1.2. IDENTIFYING SPECIAL TARGET GROUPS

The REPLAN programme as a whole has focused on the needs of a specific group of potential learners – unemployed and unwaged adults. Within the programme attention has also been paid to identifiable target groups whose particular needs are considered to be special in some way or to merit some priority, or whose participation seems likely to be under-represented unless special efforts are directed to the group concerned. Both NIACE and the FEU have a commitment to the promotion of equal opportunities policies.

However, identifying special target groups is not a straightforward matter. Apart from problems of definition and overlap, there is always a danger of stereotyping particular groups of people, ignoring diversity of background and experience, and isolating members of the target group from mainstream activity and provision. On the other hand, a flexible approach to the development of innovative provision for specific groups can have benefits for learners more generally. Experience has often shown that new approaches originally developed in women-only programmes, or Adult Literacy/Basic Education programmes, or programmes for ethnic minority groups or for the disabled, often have useful applications in the wider fields of adult, community and further education.

Certainly, some of the REPLAN projects which focused on specific groups of learners have been particularly worthwhile. There have been projects concerned with black people (Projects 3, 6, 24, 38, 61, 68, 69); disabled people (Projects 2, 33, 34); the long-term unemployed (Projects 7 and 14); the mentally ill (Projects 37 and 64); older unemployed people (Projects 13 and 51); prisoners (Project 41); redundant workers (Projects 55 and 65); the rural unemployed (Project 63); seasonally unemployed (Projects 14 and 58); unemployed graduates (Project 20); and women (Projects 28 and 42). References to some of these projects will be found in later sections dealing with individual curricular themes – and in Section 10, which includes brief summaries of each project. The following quotations illustrate some specific issues and problems relating to selected target groups.

BLACK AND ETHNIC MINORITY GROUPS

"The curriculum includes a range of experiences for black people which have been historically negative, serving to exclude them from participation; such experience must be acknowledged and tackled. The curriculum should serve to enhance confidence and student motivation for black students." ***[Access to Mainstream FE for Unemployed Black Adults (Project No.24)]***

"Some of the information was inaccessible (e.g. information sheets about ESL classes in English were not translated).

For more clients though, the problem was the inaccessibility of the courses because of a lack of English language support or bi-lingual teaching on skill-based courses, for those whose first language is not English. For example, 30% of those who requested language support on courses found there was no provision for it.

They did not want separate English as a second language courses provision but requested skills training with language support." ***[Educational Guidance: New responses for inner cities (Project No.6)]***

WOMEN

"Courses for women in non-traditional skills and re-orientation provision for women returners have enabled many women to regain their confidence and proceed to mainstream, mixed provision. But the lessons we have learned about supporting women learners during this transitional stage need to be transferred to other provision."

"Most women-only educational provision provides ongoing individual and group counselling and support, but women who progress to mainstream provision are often left isolated and unsupported."

"Women need daily and weekly timetables which allow for their other responsibilities, and which recognise the length of the school day, as well as half-terms and holidays." ***[Curricular Design and Methodology in Women-only Courses (Project No.42)]***

OLDER ADULTS

"For many older long-term unemployed people, the period between redundancy and retirement is a wasteland. This project has been concerned with challenging that perception of waste land by exploring the potential of education, training and leisure provision."

"Education providers and employers should develop a range of strategies aimed to demonstrate that they welcome older people as students and workers." ***[Opportunities for the Older Unemployed (Project No.13)]***

PEOPLE WITH SPECIFIC DISABILITIES

"A major obstacle in the way of integrating profoundly deaf people in mainstream classes is that their spell of statutory education is likely to have taken place in an 'all-deaf' environment; this experience is frequently reinforced in outside school activities and many deaf people have profound difficulties in adjusting to social situations which are other than all-deaf. Advisers must be sensitive to the reasons for possible resistance to participation in integrated classes." ***[Dissemination of Education Information to Disabled Adults (Project No.29)]***

MENTALLY ILL PEOPLE

"The position of people who have suffered from mental health problems

(particularly to the extent of being hospitalised) in the employment market is very poor. Factors involved are:

- *(a) actual loss of work*
- *(b) the extremely stigmatising nature of the mentally ill label*
- *(c) enormous loss of self-confidence*
- *(d) cyclical periods when recurring distress makes work impossible*
- *(e) consequences of prolonged medication*
- *(f) consequences of prolonged institutionalisation."* ***[Adult Education and the Mentally Ill, Hinckley College (Project No.64)]***

Project No.27 outlined a model of different types of provision for the mentally ill and devised a curriculum development checklist. Interestingly, the model and list provide a useful illustration of how developments relating to a specific target group often produce results which have wider application to other provision for adult learners more generally.

The question as to how far 'unemployed' adults themselves should be regarded as a distinguishable group for educational purposes also requires further consideration.

> *"Any attempts to respond to the educational needs of the unemployed have to recognise that, in terms of range, they are an extremely diverse group. Indeed, they share only one characteristic – the fact that they do not have a job. In other respects they are as diverse as the whole adult population in terms of their abilities, interests needs, etc. In terms of balance, however, they include disproportionate numbers of people from relatively deprived groups – the young, the old, ethnic minorities, the handicapped, the unskilled, and those with personal and social problems – and disproportionate numbers of people whose previous experiences of education have been unsatisfactory."* ***[Adult Unemployment and the Curriculum, FEU, 1985 (Project No.11)]***

It may sometimes be a mistake to assume that unemployed people will necessarily have more in common with one another than any other cross-section of adults.

It should not be forgotten that the majority of all adults are educationally disadvantaged compared with younger generations, a larger proportion of them having left school at 14, 15 or 16 with limited subsequent experience of post-school education or training.

It seems likely that many other people in the 'relatively deprived groups' referred to by Watts and Knasel, not just those without jobs, have similar educational needs. However, it is also important to bear in mind that:

- ☐ Most unemployed people have to live on reduced incomes, with consequent restrictions on the range of affordable activities open to them.
- ☐ Many unemployed people have reduced opportunities for meeting other people and for practising or developing skills.
- ☐ Problems associated with anxiety, insecurity and changes of social status can give rise to increased stress and psychological pressure for people who have lost their employment.

In practice, therefore, many of the projects under review (and many programmes provided at local level) – after taking careful account of the particular needs and problems of unemployed people – have also recognised:

- ☐ that other adults can often benefit from provision originally designed with the unemployed in mind
- ☐ that many unemployed adults are as likely to benefit from the opportunity of participating in normal mainstream education and training courses as anyone else.

Project No.35 (*Progression of Unemployed Adults in Three Open Colleges*) also points out the importance, in appropriate circumstances, of distinguishing the different needs, experiences and perspectives of different sub-groups of unemployed people: men and women; long-term and short-term unemployed people, and those imminently or newly redundant; the well-educated and the poorly-educated. The diversity of FEU and NIACE projects which focused on the needs of specific target groups bears witness to the importance of such differentiation, and has highlighted useful experience.

1.3. BARRIERS TO ACCESS

Up to the early 1980s many traditional providers of adult and further education paid scant attention to the needs of unemployed people, and many colleges gave relatively low priority to provision for adult learners generally. Indeed, some would argue that the education system wittingly or unwittingly erected barriers which effectively discouraged groups like unemployed adults from gaining ready access to education and training opportunities. However, the 1980s have seen considerable changes, not least of which has been a growing interest in recruitment of mature adults and students from previously disadvantaged groups, to replace declining numbers of 16–19-year-olds.

During the life of the REPLAN programme, far larger numbers of unwaged adults and unemployed people have been encouraged to take advantage of educational opportunities than was previously the case – and this, of course, has been one of the main purposes, and achievements, of the programme.

1.3.1. BARRIERS

The involvement of a wide variety of agencies in FEU and NIACE REPLAN projects (including a good number of Further Education Colleges) has facilitated useful analysis of 'barriers to access', and has provided interesting examples of how such barriers can be successfully overcome.

The Owton/Fens Local Learning Centre in Hartlepool (Project No 52) identified and sought to deal with a number of factors preventing adults from taking advantage of the opportunities available:

- ☐ Inadequate information about educational facilities available.
- ☐ A belief that qualifications or age restrict entry to courses.
- ☐ A belief that costs will be high or that benefits will be lost.
- ☐ Deep-seated attitudes against education and a lack of realisation of the potential benefits of education/training.
- ☐ A poor understanding by providers of the educational needs and wants of the unemployed.
- ☐ A gap between the provision of courses and schemes and the actual needs of the unemployed.
- ☐ Poor liaison between agencies providing education and training.
- ☐ Geographical distance between the homes of the unemployed and places where education/training is currently provided.
- ☐ Poor or sometimes non-existant facilities for the guidance and counselling of unemployed adults interested in pursuing education and training.
- ☐ Poor or sometimes forbidding facilities for reception at educational institutions.
- ☐ Rigid course structures which permit enrolment at single or fixed times of the year, and inflexible and sometimes inconvenient times at which courses are run.
- ☐ Lack of facilities during the daytime.
- ☐ Lack of facilities for women with young children.

An appraisal of college-based adult preparation courses referred to the kind of problems arising where college arrangements still effectively relate to a restricted college year.

> *"Central college policies regarding enrolment, examination entries and other record keeping are still based on 36-week year provision. Resources, cleaning, caretaking, student services and other ancillary matters are also organised around the 36-week college year. Consequently ... provision may not be of the same standard outside term times as when the college is fully operational."* ***[Preparing Adults, FEU, 1987 (Project No.5)]***

The restricted college year has undoubtedly operated as an effective barrier to access in the past. However, the move towards more flexible arrangements for an extended college year in an increasing number of institutions has undoubtedly helped to improve community access to education resources and opportunities.

1.3.2. IMPROVING ACCESS

The NIACE Unit for the Development of Adult Continuing Education (UDACE) suggests that careful attention to the following could play an important part in reducing barriers to access:

- ☐ needs analysis and market research
- ☐ clear recruitment policies
- ☐ effective publicity
- ☐ outreach strategies
- ☐ enquiry and reception arrangements
- ☐ entry policy, access courses and progression routes
- ☐ admissions criteria
- ☐ financial support
- ☐ counselling and learner support services
- ☐ study skills training and language support
- ☐ development of responsive and flexible curricular approaches
- ☐ on-course guidance. *[Developing Access: The discussion paper, UDACE, 1988]*

> *"The waiving of tuition fees and the payment of examination entries were important concessions made to assist or enable the unemployed to enrol for existing courses. Child-minding facilities were available at two colleges and, since the survey was undertaken, all six colleges have organised creche provision."* ***[Anxious to Work, FEU, 1987 (Project No.9)]***

Many of these issues have figured significantly in NIACE and FEU REPLAN projects, and are taken up in discussion of the selected key themes in the various sections which follow. However, the specific question of financial barriers to access merits brief attention here.

1.3.3. FINANCIAL BARRIERS

It has already been noted that a large number of unemployed people have to live on reduced incomes. In a situation where providers of adult and continuing education are under increasing pressure to levy full-cost fees on courses, and where (mandatory) grants are not available for adults taking non-advanced or part-time courses, the total financial cost of joining an unsubsidised course (which might also include the costs of travel, books, materials and examination charges, as well as normal course fees) can be prohibitively expensive for unwaged adults.

"Of all the barriers which make education unavailable to many women, finance is probably the greatest. Not only is the cost of course fees, creche fees and bus fares a prohibitive barrier, but serious study has other costs – books and stationery, visits and other events. Women on benefits or dependent on a claimant partner are able to get reduced fees in some organisations and authorities, but the pattern is uneven. Dependent women who have no access to spare money, or those with low paid partners, are often in difficulty and do not qualify for concessions." ***[Curricular Design and Methodology in Women-only Courses (Project No.42)]***

Not surprisingly, therefore, a great deal of attention has been given to ways of remitting fees and reducing financial barriers – and a great deal of ingenuity has been used in interpreting the rules of the incoherent series of overlapping systems which influence entitlements to benefits, grants and subsidies for adult learners.

An interesting pilot scheme involving provision of substantial subsidies for unemployed adult students was tried out at Richmond Adult and Community College (Project No.54). The primary aim was to improve access to educational opportunities for unemployed adults by offering reduced fees. A voucher scheme, initially funded from a local charitable grant, allowed multiple enrolment on part-time college courses for a selected number of eligible potential students. In this case the scheme proved to be a great stimulus to demand.

"The scheme was clearly very successful in recruiting students who had not used the College before. Amongst this group were a substantial number of younger students, though the gender ratios remained the same. However, a considerably higher proportion of new students had left full-time education early, and a smaller percentage had been exposed to higher education. The offer of reduced fees was thus shown to be attracting new students to the college many of whom had not previously been retained by the education system." ***[Educational Vouchers for Unemployed Adults, NIACE REPLAN, 1988, (Project No.54)]***

Project No.19 at Stockton-Billingham Technical College also detected an apparent increase in enrolments as a consequence of fee remission policies, and the report points up the need to publicise information about remission arrangements, where these are available.

"The report had concluded that the remission policy was a significant factor in the levels of participation by the unemployed which [at 12%] were well above the estimated national average of 6%. It also pointed out that the lack of information on the availability of such remission might be preventing even greater take-up of educational courses." ***[Supporting the Unemployed in Further Education (Project No.19)]***

However, experience suggests that free or subsidised programmes do not on their own guarantee that selected target groups will necessarily take advantage of provision on offer. Nor do courses charging full fees necessarily fail to recruit significant numbers of unemployed people. Decisions about pricing, subsidies and grants need to be made in the context of a coherent planning and marketing strategy.

1.3.4. CONFIDENCE-BUILDING

"Second Chance to Learn students need to develop confidence in their own worth and ability if they are to achieve personal autonomy and make use of the skills they acquire on the course.

'Yes, I am more confident. I have gained a little self-discipline, concentration and motivation. I think I understand a little more what I want from my life.'

'Yes. The support that was given by the tutors, particularly, was wonderful. You were allowed to question everything and not feel ridiculous or ignorant. The knowledge that we (the group) were all feeling the same – worried, scared and

self-conscious – brought us together and built us up.'" [Second Chance to Learn, FEU, 1988 (Project No.10)]

The question of confidence-building is often a crucial one for unemployed and disadvantaged adults needing to gain access to jobs, training or educational opportunities. Lack of confidence is often a very real barrier to access. As far as education provision is concerned, the processes involved in recruitment, guidance, assessment, reception, course location, induction, teaching and learning can all make a significant contribution either to the development or the undermining of self-confidence in the diffident adult learner.

Here we also are dealing with the fundamental aims and values underpinning education programmes for the unemployed. Particularly in relation to those who have been marginalised by the operation of the labour market and/or who have so far failed to receive full benefits from the education and training system, many involved in REPLAN activities have recognised that a prime purpose of provision must be, not only the development of motivation and confidence, but the encouragement of a sense of empowerment and 'ownership'. These in turn will help to generate more positive attitudes to access, entitlement and expectation of performance in the education and training sphere, in the world of work and in society generally.

Yesterday's economy may have called for large numbers of casual labourers and unskilled operatives needing little if any initiative. Today's modernising economy and today's democratic institutions require citizens imbued with a sense of personal autonomy, self-reliance and adaptability.

"All the groups, without exception, are now self-motivating. They work together to devise their own programme of learning and negotiate this with tutors or outside 'experts'. Group members have gained confidence from this to go out and do things they would never have attempted before. They have learned all kinds of things about themselves as well as the topics they have chosen: and they have used this knowledge to go on to work, further education, and take control of different areas of their lives. Four out of seven groups are self-managing. They organise their group activity completely, take responsibility for finance, planning for the future and supporting each other within the group. They have had to work very hard over the past twelve months to develop these skills and it is all credit to their determination that they have done so." [Leeds CVS/ Swarthmore Centre Project (Project No.50)]

1.4. DIFFERING TRADITIONS IN FURTHER AND COMMUNITY EDUCATION

Those involved in the planning and execution of educational programmes for the adult unemployed come to the work from a variety of backgrounds and perspectives. To begin with, the two national agencies with responsibility for promotion of special projects themselves relate to different constituencies and traditions. The Further Education Unit has been particularly (though not exclusively) associated with institution-based, vocationally-oriented Further Education provision in colleges and polytechnics. The National Institute of Adult Continuing Education, in contrast, has provided an umbrella for a variety of statutory and voluntary agencies concerned with a broad spectrum of adult and non-formal education – much of it in community-based contexts.

The organisations and professionals developing programmes under the REPLAN banner will often have differing views, depending on their background and philosophy, and may give emphasis to different aspects of the task in hand. There are those who see themselves primarily as educators, providing opportunities for individual development and self-improvement - helping to improve the quality of living and to enhance the life chances of those who benefit from their programmes. Others put more emphasis on their role as vocational trainers, shaping pegs to fit

the employment holes available – helping individuals both to benefit from new opportunities and to adapt to new demands and changing circumstances in the labour market.

Yet others focus their attention on processes of personal and community development, emphasising their role as facilitators in a process of social change – helping individuals and groups to acquire knowledge and skills which will enable them to play an active role in the re-shaping and adaptation of social and economic life in their own community.

The overall REPLAN programme has recognised the need for a balance between educational, vocational, personal and social objectives, and has sought to accommodate a plurality of approaches and perspectives. The range of projects and of organisations which have been supported both by NIACE and the FEU reflects a recognition of the positive benefits which can be derived from pluralist strategies.

However, a programme aiming to provide assistance to unemployed people must necessarily have a substantial focus on the promotion of knowledge, skills and attitudes relating to employment, employability and other opportunities for making a livelihood. The majority of NIACE and FEU projects, therefore, have given at least some emphasis to 'vocational' aspects of relevant education and training provision, whilst at the same time seeking to develop broader-based educational, personal and social effectiveness.

2. MARKETING AND OUTREACH

Differences of philosophy and tradition in community, adult and further education are sometimes reflected more in differences of language and terminology than in differences of practice. Amongst those involved in REPLAN activities, some are enthusiastic users of marketing terminology, whilst others prefer the language of community development. Most, however, are agreed that they are concerned:

- ☐ to increase overall take-up of appropriate education and training opportunities by unemployed and unwaged people
- ☐ to extend provision to identified groups with specific problems or needs
- ☐ to attract participants from under-represented groups in the comunity
- ☐ to identify the learning needs of their potential clients
- ☐ to meet these needs as effectively as possible by the provision of relevant, flexible learning programmes
- ☐ to exert influence on mainstream providing agencies/departments to develop and or adapt existing programmes to meet the needs of unemployed people
- ☐ to evaluate and improve provision in the light of feedback from participants.

In this sense most practitioners are effectively committed to some form of marketing approach, even though they may not always be happy themselves to use such terminology.

Clearly, however, there is a difference between programmes promoted on a commercial basis by institutions concerned to maximise returns in relation to staff resources and physical plant, and community-based initiatives primarily concerned with developing individual and group learning on a self-help basis. Each approach may have validity in appropriate contexts. Experience indicates, however, that both kinds of approach can go badly wrong when client needs and preferences are overlooked. Knowledge of and responsiveness to one's potential market is of crucial importance.

2.1. MARKET RESEARCH AND NEEDS ANALYSIS

A number of projects supported by NIACE and the FEU gave specific attention to market research and analysis of potential learner needs. These indicated that it is important:

- ☐ to listen to, talk to and observe the needs of unemployed adults
- ☐ to recognise distinctions between the situation of long-term unemployed people in economically depressed neighbourhoods and that of temporarily unemployed people in areas enjoying more prosperous economic conditions
- ☐ to consider the specific needs of women
- ☐ to take account of special factors affecting the employment situation and learning needs of members of black and other ethnic minority groups
- ☐ to consider any special learning needs of people with various kinds of disabilities and people in particular institutional settings
- ☐ to take into consideration the range of curricular aims likely to be of relevance to specific groups of learners (employability, coping, context, leisure, opportunity creation – see 1.3. above)
- ☐ to take account of provision made by other agencies

- ☐ to apply the knowledge gained from market research and needs analysis to careful product design.

Listening To You ... Listening To Us [Barbara Adams, FEU, 1987 (Project No.8)] describes experience in the Kings Heath area of Birmingham based on systematic market research involving:

- ☐ analysis of statistical profile data for the area
- ☐ mapping and analysis of existing provision
- ☐ a street poll
- ☐ 'door-knock' outreach
- ☐ a small number of in-depth interviews
- ☐ piloting of alternative learning and delivery styles.

(Unemployed people were involved in devising and commenting on questionnaires used.)

Experience does not invariably suggest that the best market research results always come from the most sophisticated research exercises. It is a mistake to collect large quantities of information when one does not have the capacity or the know-how to process it effectively. Indeed, some of the most usefully focused market research has involved mobilising the interest and efforts of key members of the target group or neighbourhood concerned – suggesting that peer group relationships and research can sometimes be more appropriate than the efforts of outside professionals or other specialists.

> *"Because the workers are local residents they are more sensitive and aware of the problems people who live on the estates face. People who use the centre and volunteers are more responsive and able to talk openly about their problems with workers because they are local and have been in the same situation."*
>
> *"I have learnt that local residents have the potential to communicate, negotiate and work equally with professional people."* ***[Owton/Fens Local Learning Centre (Project No.52)]***

> *"The project has appointed several 'student supporters' on a one-off part-time basis to work in targeted villages. They have been informed about the aims of the project, will be spending time interviewing unemployed adults and canvassing support for 'return to study' classes in their area. Their local knowledge and contacts are proving very useful."* ***[Grassroots Project (Project No.63)]***

2.2. OUTREACH

Several development projects made reference to the importance of 'outreach' activities and strategies, and at least two or three projects were primarily concerned with this subject. The report of Project No.17, sponsored by the FEU (*Outreach and Inreach*, FEU, 1988), thoroughly explores a wide range of issues from the Further Education College point of view – with a particular emphasis on encouragement and support for local unemployment centres. During the past few years the term 'outreach' has become increasingly popular in adult and further education. In different contexts, however, it may be used to mean many different things:

- ☐ organising courses in local community premises beyond the main campus of the parent institution
- ☐ persuading other agencies to promote, publicise and recruit for one's own courses

- ☐ negotiating with other community-based organisations to act as providing agencies
- ☐ supporting the efforts and programmes of other independent local organisations
- ☐ facilitating the development of self-help learning groups
- ☐ making direct contact with members of the identified target group
- ☐ mobilising word-of-mouth networks and peer group effort in publicising provision
- ☐ disseminating information and publicity in new or unusual places.

> *"Once a month on a Friday afternoon ICTAC held a clinic to coincide with prayers. On these occasions some two and a half thousand people would be present. Of these some 100–200 would be spoken to or would take some type of information away with them. All this information would be communicated in Arabic, Urdu and Punjabi and many people were directed to some type of provision as a result of these sessions." **[Educational Guidance: New reponses for inner cities, FEU, 1989 (Project No. 6)]***

In marketing terms, outreach strategies may involve any or all of the following:

- ☐ identifying new potential market sectors
- ☐ engaging in personalised market research
- ☐ designing new products, new courses, new packaging
- ☐ utilising new outlets and service points
- ☐ developing new strategies for advertising and publicity

In community development terms outreach approaches are an essential part of the process of encouraging individuals and groups to take responsibility for their own learning and to assert control over activities likely to have some chance of influencing change in their local community.

> *"We have proved by employing local people that they do possess the intelligence, skills and motivation to improve their own lives and that of their community." **[Owton/Fens Local Learning Centre (Project No.52)]***

In institutional terms outreach activities often reveal a desire to break out of the limitations imposed by college walls, college routines and college regulations; to move closer to people and life in the community; and to establish two-way communication and traffic between college and community. *The Outreach College* report on Project No.26, sponsored by the FEU, describes the experience of Cleveland Technical College, Redcar, in developing a comprehensive outreach strategy. Discovering that conventional college provision was attracting few unemployed people – in a geographical area with substantial unemployment – a decision was made to make contact with a network of interested individuals and groups in the college catchment area and to organise appropriate courses on an outreach (or out-take) basis in local communities. The experience had substantial implications for curriculum development, staff development, college priorities and organisation, resulting in conversion from a provider-led to a community-led perspective.

> *"Outreach should not be seen simply as an external dimension of college provision largely disconnected with other community-based activities. Rather, this relationship should be seen more in the context of the college responding to the educational needs of unwaged adults, identified and articulated by individuals, groups and organisations within the community itself. The outreach project began with a perception of the college investigating ways to make its provision more accessible, by local delivery in outcentres. However, during the life of the project this perception changed towards an interpretation of outreach which is based more*

within the life of the local community and seen as an integral part of a wider collaborative attempt to meet adult educational needs."

*"This experience moved the project away from a college- or provider-led perception of outreach to a more community-led or participatory interpretation of how outreach initiatives might best be organised ... At the heart of this perspective lies the assertion that the college should respond positively to demands made upon it for outreach provision by the local community. According to this view, groups of individuals, organisations and agencies are able to identify and articulate local needs, which may be their own or those which have become evident from their working with or providing services for local unemployed adults. And because of their local positioning, these groups are quite literally better placed to identify people with needs and to anticipate future priorities for action more accurately than might the college. The college should then respond by a member of its staff, with responsibility for outreach, discussing with all the relevant and interested local agencies, aspects of an effective response, including the planning, organisation, resourcing and delivery." [**The Outreach College, FEU, 1989 (Project No.26)**]*

Initiatives which adopt community development approaches in order to make contact with the 'unreached' have been used in a number of places. The argument is that 'outreach work enables workers to build up a relationship with people who do not normally participate in adult education, and so go on to develop suitable learning experiences' (Project No.22). However, there are important judgements to be made about the relative cost-effectiveness of such outreach approaches, which have not invariably been successful – even in their own terms. Sometimes this may be because of failure to utilise effective market research techniques and a consequent failure to interpret the nature of actual need and demand. Sometimes there may be a danger that professional satisfaction and exhilaration deriving from personalised community-based approaches will outweigh the attractions of less personalised forms of marketing and provision which, in appropriate circumstances, may be capable of reaching larger numbers of potential customers.

At other times the problem may lie in selection of personnel who have no initial familiarity with the neighbourhoods concerned, and in such cases more attention needs to be paid to the possible deployment of peer-group members and others familiar with the local milieu. The report of the NIACE *Get it Together* project (No.50), which describes some interesting and successful work in promoting community-based group learning on a self-help basis, also mentions an outreach initiative involving mother-tongue interviews conducted by a female Asian research worker in Leeds, with members of a local Muslim community of Pakistani origin.

It seems that successful outreach work in a community-based context is best undertaken via individuals and groups who already know their community well and/or via competent practitioners of community work skills. In each case effective use is likely to be made of person-to-person contact and word-of-mouth communication (see also the discussion of networks and networking in Section 3.3.).

Good marketing is not necessarily good community work. Good outreach, however, is good marketing. The report of Project No.22, *Negotiating the Curriculum with Unwaged Adults*, draws on experience of developing contrasting educational programmes in the Southampton area, where a clear distinction was made between recruitment via 'outreach' contact and recruitment via 'publicity'. Interestingly, in this instance, it was argued that intensive outreach activity succeeded in involving a larger number of new learners in an educational programme for women than were attracted to enrol in two other Leisure and Opportunity Creation courses via extensive publicity for a 'Get Going' event. (Publicity attracted 101 people to the event itself, but only 18 of these eventually enrolled on the courses, 12 of whom were people with whom there had been previous contact.)

2.3. PUBLICITY AND ADVERTISING

Good publicity effectively promotes a good product; and a good product is one which has been negotiated and designed to meet the needs of the target group or market sector identified. Good products and good courses for the unemployed have sometimes failed because of poor publicity and advertising, or because of potentially good publicity poorly targeted. Time and again unemployed people have indicated that they are simply not aware of education and training provision available in their area. Information has failed to reach them.

Careful market research and appropriate product development or programme design are the necessary pre-requisites of successful publicity and advertising, which must essentially be seen within the context of an overall approach to systematic programme planning and implementation.

An FEU project sponsored in association with the East Midland Further Education Council examined 10 case studies illustrating the problems and practicalities of organising educational provision for unemployed people in a variety of settings. A useful planning checklist has been published covering all aspects of programme design and delivery. One section deals with publicity and advertising.

"How are you going to advertise it?

- *Have you agreed on a marketing and publicity policy?*
- *Have you chosen publicity appropriate to learners?*
- *If you are seeking to attract a particular sub-group, is publicity targeted appropriately?*

Is publicity active in the community? Is it available through advertising on buses?

- *local radio (via phone-ins, etc.)?*
- *local, regional and national databases?*
- *open meetings?*
- *involvement with community groups?*
- *market stalls, shops, pubs?*
- *Health Centres, Community Centres, religious/cultural centres?*
- *carrier bags, balloons, etc.?*

Word of mouth is recognised as the best form of publicity. If a potential learner has heard about the programme by this means, what have you done to make sure that s/he gets correct, friendly information when an enquiry is made? Are the following people able to offer information ...

- *friendly reception staff?*
- *teaching staff not involved in the course?*
- *management?*
- *other learners?*
- *support staff: technicians, caretakers, creche workers?*
- *is there staff development for this?*

Have you agreed on a means of evaluating publicity?

- *Will you test its effectiveness by a combination of:*
- *informal talks with learners?*
- *questionnaires?*
- *formal evaluation sheets?*
- *recording responses from each publicity initiative?*

How will this information be fed back to the planning team? Will this be done by regular meetings; written comments and proposals; other means?"
[Developing Education and Training Provision for the Unemployed: A checklist, FEU, 1989 (Project No.25)]

Other projects have also made use of:

- ☐ publicity and referral arrangements via Jobcentres, libraries, educational guidance and careers services
- ☐ publicity via employers declaring redundancies
- ☐ exhibitions and displays (in supermarkets, public places and other community venues
- ☐ mail shots
- ☐ door knocks
- ☐ articles in newspapers.

> *"ICTAC developed publicity material in five languages, both basic information and posters. Local radio was used with a particular emphasis on programmes that attracted black audiences. Local community newspapers were also used."*
> ***[Educational Guidance: New responses for inner cities, FEU, 1989 (Project No.6)]***

An experiment with video publicity was carried out in a NIACE-funded project (No.62) in north Manchester. The target group selected was unemployed males over 30, and the video featured male participants in local education programmes talking about the benefits of education for people like themselves. On continuous showing in a housing office, a Co-op store and a health centre during monitored sessions when leaflets giving further information about education opportunities were also available nearby, the video attracted a fair amount of attention, but generated only modest take-up of leaflets. The highest rate of take-up was in the housing office, a venue with a more static audience than the Co-op store and the Health Centre. The makers of the video concluded that more lively content, featuring elements of dialogue, would be likely to have greater impact in future videos, and that venues with relatively static audiences were likely to attract more attention to a video than others with a rapidly shifting clientele.

Effective publicity, of whatever type, must:

- ☐ accurately portray a worthwhile product
- ☐ use media, format, images and language with which the target group will readily identify
- ☐ reach its intended audience
- ☐ persuade its audience that the product is worth further time and attention.

3. COLLABORATION AND NETWORKING

Many different agencies have an interest in unemployment and unemployed people, provision of education and training, community development work with disadvantaged groups, or advice and guidance services for adults. The need for co-operation and communication is considerable.

3.1. PATTERNS OF COLLABORATION

Several types of collaboration, collaborative mechanisms and/or networks have played a significant part in the various projects under review:

- ☐ those involving co-operation between various groups and agencies concerned with the unemployed and/or employment/unemployment
- ☐ those involving representatives of different providers of education/training
- ☐ those bringing together representatives from different departments within a single providing body (e.g. a local authority, college or university)
- ☐ those specifically developed to bring together agencies involved in guidance networks
- ☐ those bringing together various voluntary and statutory groups concerned with development of local community activities
- ☐ those involving groups and agencies with a specific curricular or sector focus (e.g. the arts)
- ☐ those involving inter-agency collaboration on specific joint ventures.

Watts and Knasel (*Adult Unemployment and the Curriculum*, FEU, 1985, Project No.11) referred to three different levels of collaboration:

COMMUNICATION: where institutions and agencies retain their individual programmes and modes of work, but efforts are made to arrive at a better understanding of each other.

CO-OPERATION: where institutions and agencies collaborate on a joint project or task.

CO-ORDINATION: where institutions and agencies alter their established working patterns to provide a programme on an integrated basis.

3.2. BENEFITS, NEEDS AND PROBLEMS

Collaboration and networking can help to reduce duplication of effort and to multiply the effective impact of specific initiatives.

> *"If curriculum planners are fully to take on board the diversity of educational needs and wants amongst the unemployed, it will often be necessary for them to recognise that a comprehensive programme of provision may require collaboration between different initiatives and institutions. In any community there exist a number of education providers – formal and informal – with differing resources and expertise to offer. Developing a programme of work with the unemployed should be used as an opportunity to emphasise the extent to which these differing providers can complement rather than compete with each other. The most important beneficiaries*

*of such collaboration will be unemployed people themselves, but it may also have the significant spin-off benefit that staff from different styles of initiative may be able to share and learn from each other's experiences and practices. Collaboration between LEA-based initiatives and voluntary providers can be particularly fruitful and creative, bringing the formal education system into direct contact with more informal provision which has arisen in response to locally perceived needs." [**Adult Unemployment and the Curriculum (Project No.11)**]*

Mounting joint initiatives, participating in committees and other co-ordinating mechanisms, maintaining collaborative networks, and developing liaison arrangements - all of these require time, energy and resources. Meetings are some of the most expensive activities for almost any organisation. It is therefore important to be clear about the purpose and benefits of any collaborative arrangements and to ensure that other parties involved are equally clear.

"Many of the contacted agencies appreciated the benefits they, and ultimately their clients, would gain from inter-agency collaboration. These could be summarised as:

- *the improvement of communication and information flow*
- *an increase in inter-agency referrals*
- *more opportunities for smaller agencies to tap into the expertise, resources and facilities of major organisations*
- *the sharing of experience, knowledge and ideas*
- *promotion of advocacy in terms of speaking on behalf of unemployed adults*
- *a catalyst for change in the delivery of services." [**Anxious to Work (Project No.9)**]*

The list of benefits will vary, of course, depending on the type of collaboration and activities involved.

There are sometimes also considerable problems involved in collaborative arrangements - particularly where these involve both statutory and voluntary agencies or agencies which may sometimes see themselves as rivals. People seeking to work together in an inter-agency context may have different values and priorities; they will come from organisations whose cultures and systems may vary widely; and, despite the best will in the world, they are unlikely to be able to overlook the specific interests of their own and other organisations. An ability to understand the perspectives and special concerns of others is important. Even more important in this context, is a willingness to give priority to the needs and interests of unemployed people themselves.

Often the most successful collaborative ventures are those that provide a clear and recognised pay-off for each of the parties concerned.

3.3. SECTOR-BASED NETWORKS

3.3.1. UNEMPLOYMENT NETWORKS

Employers, trade unions, trades councils, the Training Agency, job centres, Unemployment Benefit Offices, the Department of Social Security, social services departments, unemployed workers' centres and other voluntary agencies may all have an interest in activities and opportunities for unemployed people. LEA Careers Advice, Adult, Community and Further Education services/institutions may also be directly involved as providers of guidance and of learning programmes – as also may other educational and voluntary bodies outside the local authority sector.

There is evidence that most educators working with the adult unemployed have found it useful to develop and maintain liaison arrangements with representatives of at least some of these other agencies. Some examples are given below.

An earlier NIACE REPLAN project in West Gloucestershire set up a formal

framework for collaboration between agencies specifically concerned with local development activities.

> *"The project worker helped to create a formal structure for linking educational development to economic and social development. A group known as FEAD (Forest Enterprise and Development) was set up to promote a community needs-based approach to education. This comprised Gloucestershire County Council and its ESG worker, the Forest of Dean District Council, Manpower Services Commission, COSIRA (Council for Small Industries in Rural Areas), Gloucestershire Rural Community Council, the local Tertiary College, the Volunteer Centre, Community Arts project and Trades Council."* ***[Learning for a Change, NIACE, 1987]***

In the north-east of England, Peterlee College (Project No.70) helped to promote a collaborative venture involving establishment of an 'Opportunities Shop' – to offer a 'one-stop-shop' approach to offering guidance and information on unemployment. Agencies based at the shop included:

- ☐ the Jobcentre
- ☐ the Unemployment Benefit Office
- ☐ the Unemployed Resources Centre
- ☐ Community Programme schemes
- ☐ the college
- ☐ mobile DHSS advice service
- ☐ CVS.

Via this particular initiative the basis for further co-operation between these agencies was established.

In the south-west of England the Trowbridge Unemployed Support project (No.56), hosted by Trowbridge Trades Union Council, showed how a small voluntary sector agency with roots in its own community could help to involve local unemployed people in a variety of educational, cultural and social activities. In this instance, however, although ad hoc working contacts were made with a number of relevant bodies, the establishment of an effective network or collaborative mechanism (which might have actively involved representatives of other organisations concerned with education, employment and community development) would probably have broadened the scope for longer term developmental activities.

As a first preparatory step towards development of a collaborative multi-agency network in Nottingham (Project No.9) a 'Directory' was compiled containing addresses, telephone numbers, contact names and a brief description of the activities of the various statutory, voluntary and private organisations offering services and support to unemployed people.

3.3.2. SPECIALISED NETWORKS

In some areas of activity, especially when dealing with specific target groups, a network of contacts with specialist people and agencies may be appropriate.

Hinckley College of Further Education, which was involved in promotion of learning opportunities for mentally ill people and those recovering from mental illness (Project No.64), had excellent working relationships with relevant statutory and voluntary agencies via a formalised multi-disciplinary 'Committee for Care in the Community'. Similar arrangements (adapted appropriately) seem likely to be suitable in other specialist sectors.

A project on Writing Activities in Liverpool Libraries (No.60) capitalised on the growth of an existing network organisation in the arts sector.

> *"In parallel with the project, and acting up to a point as an alternative to formal advisory group, has been the growth of a Forum on Art in the Community on Merseyside, which, after two smaller meetings in the University, has met three*

times at Toxteth Library, and has brought together representatives of about 30 organisations for useful discussion on the arts. I have acted as convenor for this Forum." ***[Writing Activities in Liverpool Libraries (Project No.60)]***

3.3.3. COMMUNITY NETWORKS

The facilitating and nurturing of community networks involving participants from grassroots organisations and groups can be an important aspect of outreach effort. Such work requires a considerable degree of skill and sensitivity, and is not an area of activity for naive enthusiasts. Agencies becoming involved in community work of this kind should ensure that appropriate personnel have overall responsibility for such work and that all participating staff have adequate training or experience in community work approaches.

In many cases effort may be usefully directed to making contact with existing community networks and local leaders/activists. Here there is no single formula for success. In one area a church or temple or mosque or a local religious leader may hold the key. In another area these may be entirely marginal. The same applies to women's organisations, trade unions, chambers of commerce, Rotary groups, tenants' groups, local councillors, community centre committee members and the rest

A project in the north-east, based on Owton/Fens Local Learning Centre (Project No.52), made a conscious effort to make contact with existing local networks – the South Network Team of the Community Enterprise Trust and the Hartlepool Community Forum. In addition, the process of effective 'networking' via a host of individuals, local groups and statutory and voluntary agencies is usefully described – in almost day-to-day detail – in the project's 1987-88 Report.

The secret lies in identifying individuals, groups and organisations:

- ☐ who have the capacity to communicate with a wide range of other people and organisations
- ☐ through whom local energy is effectively channelled
- ☐ who have the ability to develop and maintain adequate arrangements for the support and nurturing of collective effort
- ☐ who are well-regarded by the target audience and organisations with which you are particularly concerned.

It is possible to waste a lot of time on cultivating the wrong people or inappropriate groups.It is also possible to waste a great deal of effort in trying to establish collaborative network arrangements which either duplicate networks already in existence or are of little interest to anyone other than those who struggled to establish them. There is effective and ineffective networking.

3.4. COLLABORATION BETWEEN EDUCATION AND TRAINING PROVIDERS

The projects under review illustrate effective use of inter-agency collaboration at the three different levels identified by Watts and Knasel (Communication/Co-operation/Co-ordination – see 3.1. above).

A large number of both FEU and NIACE REPLAN projects (the latter in particular) make some reference to collaborative networks of local providers or 'Adult Learning Networks', which in some cases have been given particular encouragement and support by the regional REPLAN Field Officer. Two examples from the north of England would be the West Cumbria Adult Learning and Guidance Network (Project No.53) and the Peterlee/East Durham Adult Learning Network (Project No.70).

A similar network was piloted in Nottingham (Project No.9). Such networks provide an opportunity for systematised exchange of information and ideas ('Communication') and can also provide a framework for co-operative ventures in the

field of programme development, publicity, guidance and staff development ('Co-operation').

The relevance and usefulness of more formal co-ordinating structures established by a Local Education Authority was explored by Project No.39 in Bradford. Much current funding for further and adult education comes from budgets other than 'education' budgets, and educational programmes for unemployed adults are often of direct interest to service committees other than local authority 'education committees'. The Bradford project in question was designed to monitor arrangements for influencing curriculum design via area 'consortia', a local development council for adult and community education and an inter-departmental adult education 'select committee' – each of these involving community representatives drawn from a variety of departments, statutory and voluntary agencies. The project may be seen as monitoring the efficacy of formally established local authority committee arrangements for consultation and coordination - in comparison with some of the looser, less formal network arrangements and institution- based mechanisms tried elsewhere.

A project in Sunderland which focused on the needs of Young Unemployed Adults recommended the setting up of a formal LEA committee to promote collaboration:

> *"... establish a committee of senior representatives of the various sectors ... with a view to formulating plans for:*
> - *1. A system of communication between different types of providers.*
> - *2. The negotiated delineation of appropriate duties and responsibilities of different forms of provision according to expertise and resources.*
> - *3. The monitoring, approval and support of collaborative ventures initiated between groups of providers.*
> - *4. The generation of policy and resource recommendations to the LEA."* ***[Routes to Involvement (Project No.30)]***

In many large urban areas the need for more positive collaboration between the various public sector agencies offering learning opportunities for unemployed people – often representing different arms of a single local authority and/or education institutions funded from public sector budgets for further and higher education – has increasingly been recognised. There are, however, also problems here – and several of these were illustrated in NIACE and FEU projects. Adult Education services and Community Education organisations often see themselves as representing different values and cultures compared with larger Further Education institutions. There may also sometimes be a propensity to see things in 'David and Goliath' terms. However, recent years have seen considerable effort channelled into the development of co-operative arrangements, and in many cases these have clearly often brought direct benefits to providers and learners alike.

> *"The project worker [based at Thames Polytechnic] was supported by a wide range of institutions and agencies. These included Thames Technic, GRETA [educational guidance service], GERU [education resource unit], the borough's Community Education Unit and community centres. An important requisite for the success of the ... scheme was the establishment of a working network between institutions: in particular the London Borough of Greenwich, Thames Polytechnic, and the Adult Education Institute. There is every indication that this collaboration will continue beyond the life of the project."* ***[Opportunities for the Older Unemployed (Project No.13)]***

3.5. COLLABORATION WITHIN INSTITUTIONS

The autonomy of individual departments in colleges, polytechnics and universities has been a notable feature of the UK education system. However, a number of recent

initiatives in adult and continuing education have required responses on a cross-institution basis. In a number of cases development of relevant provision for unwaged and unemployed people in institutions of further and higher education has given a stimulus to the creation or evolution of arrangements for inter-departmental collaboration.

> *"This type of provision puts considerable strain upon the college, and co-operation at all levels across all management structures is a pre-requisite. Failure to obtain commitment from 'sectional' interests will diminish the breadth of provision and hence the effectiveness of the experience for the student."* ***[Preparing Adults, FEU, 1987 (Project No.5)]***

A variety of liaison arrangements, co-ordinating committees, project groups and inter-departmental mechanisms have figured in several of the REPLAN activities reviewed here. At a further education college in the East Midlands machinery originally established for other purposes was also found to be appropriate for promotion of cross-college provision for the unemployed.

> *"The setting up of a Central Programmes Unit (CPU) has had a significant impact on the development of provision within the College. The major strengths of the CPU are that it operates on a cross-departmental basis, and its staff of seven work an extended college year. The CPU's initial brief was to ensure that the College was responding flexibly and speedily to the needs of industry and the community in general. The Unit was charged specifically with overseeing the development of funded programmes to augment departmental work and with encouraging greater inter-departmental provision. Since its inception the brief has widened to include:*
>
> - *developing and co-ordinating funded provision across the College, including YTS, TOPS, adult unemployment initiatives and full-cost provision*
> - *acting as a market intelligence unit*
> - *promoting productive industrial and community liaison*
> - *providing cost-effective consultancy services*
> - *developing and delivering open learning in response to industry's needs*
> - *developing and delivering specific 'positive action' programmes in response to community needs*
> - *developing and delivering initiatives for the unemployed and co-ordinating the activities of the College in relation to the needs of the unemployed*
> - *providing a dynamic framework within which the College can make rapid responses to emerging needs.*
>
> *Future plans include the setting aside of a pool of money to enable the CPU to pursue short-term positive action programmes for those with special needs or interests, for instance women returners, the over-50s, self-help groups and co-operatives and those with disabilities."* ***[Anxious to Work, FEU, 1987 (Project No.9)]***

The capacity of education providers to mobilise staff, facilities and other resources across traditional departmental boundaries is of vital importance, if a full range of education and training opportunities is to be made available to adults in the community (unemployed or otherwise).

A survey exercise undertaken by the University of Liverpool (Project No.72), which was designed to assess the availability of human and physical resources (within and across university departments) potentially suitable for access by unemployed people and other groups in the community, may be of relevance to other large organisations. The purpose of the exercise was both to alert university staff to the idea of community access and to carry out an audit of resources available. Proposals put forward by the project included the establishment of a small Com-

munity Resource Unit to act as 'broker' between university staff and departments and community-based organisations, the designation of Community Link Officers in university departments, and the setting up of Community User Forums within which representatives of interested community groups could discuss practical issues relating to use of university resources and matters relating to possible future developments.

3.6. COLLABORATIVE VENTURES

A number of education and training programmes for the unemployed have been mounted as joint ventures. The concept of 'Local Collaborative Projects' is, of course, very familiar within the Department of Education and Science PICKUP programme (with which the FEU is also involved). Many Further Education Colleges are also regularly involved in joint development of learning programmes in association with local employers.

Training for the Self-Catering Industry (FEU, 1988, Project No.12) describes the development of preparatory skills training for unemployed adults wishing to work in camping/caravanning self-catering parks. This particular programme was developed on the basis of an earlier Local Collaborative Project involving partnership between the relevant employers' association, a local college, its LEA and the DES PICKUP Unit.

Project No.32 sponsored by the Further Education Unit was concerned with the evaluation of the London Docklands SKILLNET Quick Start Initiative, a project designed to provide a range of education and training opportunities which would match the skills of local residents to the growing number of new jobs in Docklands. The SKILLNET project itself was a joint venture between the London Borough of Newham, the Inner London Education Authority and the London Docklands Development Corporation (with financial support from the European Social Fund), and also involved a network of existing education and training institutions in the target area.

In this particular case the evaluation points to a number of difficulties arising from the different expectations and perspectives of the collaborating partners. Such differences of perspective will often be found, but may still be consistent with useful collaborative effort. However, in the case of the Docklands project (and in some other circumstances where educators and/or local authorities have had principled objections to aspects of, for example, Restart or Employment Training programmes) political issues and suspicions about the potential usurping of local education authority functions by a democratically unaccountable body tended to undermine important aspects of the partnership. An effective collaborative relationship normally requires a basis of mutual interest and/or mutual trust and respect.

One particularly significant issue highlighted by the SKILLNET evaluation project was the problem of training/employment mismatch and disappointed expectations over prospects for job placement, in the context of a collaborative venture where education and training agencies were working in partnership with employment agencies and employers. Similar disappointments were noted in Project No.61, involving collaboration between a college and a number of industrial and commercial partners in promoting an 'access to business' course designed to assist black people wishing to enter managerial and supervisory jobs. Students and tutors involved in such programmes tend to assume that the sponsorship, participation or interest of employers will in some way help to guarantee the offer of firm job placements at the end of a course – and there is disappointment if this proves not to be the case. In the case of this project the involvement of sponsoring firms in the provision of industrial and commercial work experience and job placements initially gave rise to considerable disillusion after candidates were subsequently turned down when applying for long-term jobs with the sponsoring firms.

Clearly it is important to avoid the raising of unrealistic expectations, and it is

normal practice for programme organisers to emphasise at the time of recruitment that no guarantee of employment is being offered to participants.

Project No.22 contrasted three approaches to curriculum development strategy, which it categorised as 'market-based', 'community-based' and 'collaborative with existing providers.' Activities developed under the latter heading are of particular interest in that the framework for collaboration involved the drawing up of specific working 'contracts' between the parties involved – a practice worthy of consideration in other contexts involving collaboration between different agencies:

> *"The project's experience of using a contract with its two collaborating institutions was a positive one. By dint of some initial extra effort on the part of those actively involved in the joint venture, different backgrounds and values could be compared and reconciled, constraints and problems could be acknowledged and anticipated, appropriate contributions could be agreed and commitments to suitable follow-up and integration could be outlined."* ***[Negotiating the Curriculum with Unwaged Adults (Project No.22)]***

Further discussion of the practicalities of collaboration will be found in publications available from the FEU and NIACE. *Partnerships in Continuing Education* is the title of a recent FEU report on patterns of collaboration between the various potential partner agencies in Adult and Further Education (FEU, 1988). The subject of partnerships between statutory and voluntary organisations has received specific consideration in publications of the Unit for the Development of Adult Continuing Education: *Frameworks for Collaboration* (NIACE, 1987) and *Working Together* (NIACE, 1988).

> *"Existing structures often do not help partnership, and may need to be revised or modified. But change in organisational structures does not necessarily improve the chances of collaboration. The presence in strategic posts of capable staff committed to joint ventures is also essential, especially in senior appointments."*
> ***[Partnerships in Continuing Education, FEU, 1989]***

> *"Every voluntary or statutory organisation concerned with adult learning should:*
> - *1. Collaboratively develop* **a clear policy** *on its relationships and roles in the promotion of adult learning. Such policies should be readily and publicly available and should be regularly reviewed.*
> - *2. Produce and publish* **clear information** *on its own education and training activities, and should recognise the importance of developing, in collaboration with other agencies, clear and comprehensive 'maps' of adult learning opportunities.*
> - *3. Identify and publish* **the name of a person**/*people who will act as a contact point for other agencies interested in collaborative work in education and training."* ***[Working Together: The policy paper, NIACE, 1988]***

There is some feeling that current trends encouraging development of competition between providers of education and training runs counter to the notion of co-operation and collaboration between such agencies. The experience of REPLAN projects tends to suggest that there is a need both for closer co-operation between agencies and effective networking activity in the community, if the education and training needs of large sections of the adult population are to be met satisfactorily.

The development of educational guidance arrangements is an area where collaboration and networking is of particular importance.

4. GUIDANCE, COUNSELLING AND LEARNER SUPPORT

Many of the projects under review have included elements of guidance and learner support – aspects of provision requiring particular attention in programmes for unemployed people. Nine projects focused substantially on the subject (Nos. 2, 4, 6, 9, 19, 21, 36, 55 and 65), the last two dealing specifically with redundancy counselling. During the same period 11 local authorities received Education Support Grants from the Department of Education and Science specifically for development of educational guidance services for unemployed adults. Considerable development work in this area has also been undertaken by the Unit for the Development of Adult Continuing Education (UDACE).

> *"Poor information and lack of guidance had led 28% to experience problems in taking up some kind of provision ..."*
>
> *"Interviewees were generally confused about specific learning needs, and about courses that might be of assistance ..."*
>
> *"Over half had never asked for guidance or counselling, because they were unaware that help might be available, considered themselves too old, or had simply never thought of it ..."*
>
> *"The lack of adequate guidance support as part of admission policy frequently resulted in adult students being admitted on to inappropriate courses..."*
>
> *"In many cases the advice sought is of a more complex nature than that wanted by traditional students ..."*
>
> *"The need for resources to be directed to pre-course counselling, on-going support and follow-up of students was widely articulated ..."*
>
> *"Guidance is a permanent, not an occasional, service. Trained staff are available at all times in a reception office. In addition on-course (formative) guidance is ensured by systematic visits by guidance staff to monitor progress, raise awareness of opportunities for further progression and obtain feedback to contribute to curriculum review and development." [**Anxious to Work, FEU, 1987 (Project No.9)**]*

4.1. THE NEED FOR GUIDANCE

Elements of guidance activity identified in the UDACE report, *The Challenge of Change* (NIACE, 1986), include:

- ☐ informing
- ☐ advising
- ☐ counselling
- ☐ assessing
- ☐ enabling
- ☐ advocating
- ☐ feeding back.

Personal, educational and/or vocational guidance may be needed:

- ☐ when someone is initially considering learning needs and learning options
- ☐ around the time of enrolment, when specific decisions and commitments are required

- ☐ during participation in a learning programme, in order to minimise problems and maximise potential benefits of participating in the programme
- ☐ towards the end of a programme, when achievements and future potential opportunities need to be assessed.

Tutorial staff based within education-providing agencies may have responsibility for any or all of these guidance activities. In addition, recent years have seen a growth in pre-enrolment adult guidance provision offered by external specialist services – the careers service, educational guidance services and the like. Guidance workers, whether internally or externally based, have an important role to play in influencing the design and implementation of learning programmes, in identifying needs and in planning how to meet them. In programmes for the unemployed there has also been a growing awareness of the special guidance and support needs of particular groups of learners.

An early FEU project in Southwark (Project No.2) looked particularly at the information needs of disabled adults. A Birmingham-based project (Project No.6) focused on the guidance needs of black people.

> *"The overwhelming pattern of experience that emerges ... is that disabled people feel that they are being badly served by the whole range of professionals with whom they come into contact. The lack of choice or appropriate advice had in several cases resulted in wasteful and frustrating misdirection:*
>
> - *'I was advised to do things that didn't suit me.'*
> - *'Nobody told me what I might need for the future.'"*
>
> *"The main task ... is to establish a pattern of working which is capable of providing all disabled adults in Southwark with a comprehensive source of information on all education and training opportunities available to them, and a facilitating service to enable disabled people to overcome any obstacles in the way of their participation." **[Dissemination of Education Information to Disabled Adults in Southwark (Project No.2)]***
>
> *"Firstly, all the guidance was carried out in an Asian language and secondly the ongoing guidance role of ICTAC [Inner City Training Advice Centre – a shop-front guidance unit] enabled the staff to monitor the training courses and to feed back information ..."*
>
> *"Some feedback was gained from enquirers after they had commenced courses. Many comments indicated a lack of social support and pastoral care for adult learners ... Many enquirers returned to ICTAC for support and counselling whilst studying."*
>
> *"ICTAC also attempted to ensure that courses were provided for an identified client group. These included:*
>
> - *Catering courses at a college of food ... including elements of Afro-Caribbean cookery ...*
> - *Social work training ... (for) black students entering social work ...*
> - *Asian hairdressing ... Names and addresses were passed on to a local college who responded by putting on a bilingual hairdressing course for Asian men." **[Educational Guidance: New responses for inner cities, FEU, 1989 (Project No.6)]***

Two NIACE REPLAN projects were specifically concerned with Redundancy Counselling. In Birmingham the careers service-based Education and Training Advisory Service (ETAS) sought to develop guidance provision for workers facing redundancy from a variety of smallish local firms.

> *"[In one instance] the project worker gained access to the employees concerned via*

full-time trade union officials. Literature was posted on the company noticeboards, and the project worker operated on site offering advice and guidance on:

- *job search skills*
- *self-employment*
- *education/training opportunities*
- *finance management*

*In addition, on site talks were arranged with the DHSS and UBO." [**Birmingham LEA 'Responses to Redundancy' (Project No.55)**]*

In Lincolnshire a project (No.65) operating from Lincoln Careers Centre worked with 350 employees declared redundant by a local engineering company. The project, based on the company's own Job Shop, used questionnaires, interview sessions and seminars to identify the education and training needs of the workforce. Over 50% of those made redundant sought help from the project, of whom the vast majority were found job placements, education or training. Booklets, information packs and general advice were made available. Several issues were raised:

- ☐ most redundant workers are initially far more concerned about getting another job than in considering education or training possibilities
- ☐ minimum number rules and the timing of the traditional college year presented barriers to access
- ☐ open learning options seemed prohibitively expensive
- ☐ continuity of contact and support (perhaps three months before and up to six months after the effective redundancy date) is important
- ☐ because of overwhelming pressure on the service in the initial period, people with literacy and numeracy problems were not monitored before leaving
- ☐ the option of home outreach contact was not tried, but might be worth considering in future.

In view of the significance now attached to workforce re-training, it is clearly important that all relevant agencies involved in redundancy situations develop strategies which highlight the vital nature of education and training opportunities – and make every effort to ensure that appropriate, flexible opportunities are made available locally.

4.2 INFORMATION

Many unemployed adults, and not only those who have just been made redundant, have insufficient awareness of themselves, their abilities and their potential.

In order to make intelligent choices between learning options it is clearly necessary to have information about the nature and variety of opportunities available. Particularly in a large urban area, such information can be extensive, diverse and confusing. Access to comprehensive and unbiased information and to assistance with interpreting the information is important. Information is not the same thing as publicity, though good publicity is normally also informative.

Ideally, unemployed people need access to sources of information which are independent and which do not require them either to plough through endless piles of prospectuses and leaflets or to travel around from agency to agency. Information should also be made accessible on a local basis. Print-based directories of collated information, computerised databases, one-stop information centres and mobile information units may all have their part to play here.

The *Learning Links* project (Project No.4) organised a computer-based informative service in a Jobcentre. The Birmingham ICTAC project (No.6) operated from inner city shop-front premises. The Nottingham *Anxious to Work* project (Project No.9) recommended establishment of a multi-agency guidance network and a

college-based co-ordinating unit – and helped to promote a *Guide to Further Education and Training for Unemployed Adults*. The Stockton-Billingham Technical College project on *Supporting Unemployed Adults in FE* (Project No.19) recommended the setting up of a college central information centre. The West Cumbrian REPLAN Open Learning Enterprise (ROLE) project (Project No.53) used a schools library bus as a mobile information unit to take information to scattered communities.

> *"Computerised databanks should be provided in a variety of locations to improve access to information."* ***[Project No.4]***
>
> *"Problem areas identified by the Unit included the relatively low number of clients who visited the shop premises."* ***[Project No.6]***
>
> *"It is recommended that a steering group/co-ordinating committee be formed of representatives from the major bodies offering information and guidance services, particularly to the unemployed; for instance, Jobcentres, colleges of further education, Careers Service and, where relevant, other educational guidance services for adults. Officers from the local authority and the MSC should be included. These bodies are suggested as they have their own well-established networks and structures; they are better resourced generally than many of the smaller voluntary and private agencies and they offer some degree of permanency. The first priority of the steering group should be to bring together a range of relevant and interested agencies to form a network."* ***[Project No.9]***
>
> *"The provision of [a college] information centre with details on all courses and a specialist clerical assistant to collate and manage this service is a useful way of offering first-line information and logging enquiries for action by lecturers."* ***[Project No.19]***
>
> *"The Library Service could perhaps explore the idea of using the Mobile Service as a vehicle for disseminating information on education and training on a regular basis; this would allow those living in rural areas to gain access to information."* ***[Project No.53]***

Interestingly, few projects appear to have made significant use of the major nationally-funded computerised databases on education and training opportunities, variously made available via the Department of Employment: The Training Agency's Training Access Points (TAPs), ECCTIS, PICKUP or Campus 2000 (formerly TTNS). In this context, the UDACE report on *Information Technology in Educational Guidance* by Linda Butler (NIACE, 1986) will be of interest. On wider practical questions of organising information systems, the UDACE report on *Managing Information in Educational Guidance* by John Allred (NIACE, 1988) would also be worth consulting.

4.3. ASSESSMENT

In a guidance context, 'assessment' involves helping learners or potential learners to make sound judgements about future options on the basis of an adequate and realistic assessment of themselves, their achievements, their circumstances and their potential. Such judgements may be necessary before embarking on, during the course of, or when reaching the end of a learning programme. The processes of assessment in guidance services are dealt with in greater detail in *Assessment in Action* (Kidd, J.M., NIACE, 1988), which includes a comprehensive selection of training and information resource sheets.

Unemployed people may often need to reflect on information about themselves as well as information about learning opportunities available. The *Learning Links* project (Project No.4) experimented with computer-based interactive self-assess-

ment techniques as well as with a computerised database of information about local learning opportunities. In this case outcomes were limited by the technology and software available to the project. However, emphasis was given to processes of assessment which would help to raise people's confidence in their ability to cope with education or training programmes and would encourage a positive attitude to personal achievement and experience.

> *"The value to the individual of proper evaluation of life experiences is immense, particularly if the status of the client is undervalued because of unemployment, lack of work experience or other discriminatory factors."* ***[An Interactive Guidance Package for the Unemployed (Project No.4)]***

The Audit Commission, UDACE and others have been critical of the high rate of drop-out in further education. One relevant contributory factor identified has been inadequate counselling and assessment at time of enrolment. A survey of unemployed people enrolling on courses at Stockton-Billingham Technical College (Project No.19) revealed that 3% of part-time vocational students and 39% of those on academic courses failed to complete the course. More than a quarter of those dropping out cited inappropriateness of the course as a main factor.

> *"Many unemployed students end up on courses that are unsuitable for their needs for a whole variety of reasons, raising questions about the level and quality of pre-course guidance ...*
>
> *The study of enrolment practice highlighted the lack of an advice and guidance service ...*
>
> *The first question new arrivals were asked was which course do you want. Those that expressed doubt were referred to an overworked college counsellor with neither the time or the environment to offer a student-centred guidance session ...*
>
> *Lecturers sell their courses and hence the guidance exercise is simply giving information about a particular course with little attention to student needs and movitation."* ***[Supporting the Unemployed in Further Education (Project No.19)]***

This is a particularly critical analysis and many other educational providers may claim that their own services and procedures offer a more positive learner-focused approach to pre-enrolment guidance and assessment. The crucial importance of such guidance is clear.

Two specialised aspects of assessment have also been examined by REPLAN projects. Project No.6 has drawn particular attention to the importance of including some element of language assessment for potential learners otherwise likely to be disadvantaged by inadequate command of English (in circumstances where a learning programme assumes good command of written and spoken English and offers no integral language support arrangements). A REPLAN/NCVQ project at Crosskeys and Newport Colleges in Gwent (Project No.73) looked specifically at the assessment and accrediting of prior experience and learning. Further references to this latter project and other aspects of assessment will be found in Section 7.

4.4. FEEDBACK AND ADVOCACY

Where provider responsiveness to learner needs is recognised as being of prime importance, feedback and advocacy will be seen as vital elements of guidance provision. In terms of marketing strategies, feedback is clearly an important element of market research. Project No.36 looked particularly at feedback by guidance services into the curriculum and the question of unmet learning needs, and came forward with a number of practical recommendations and guidelines for educational guidance services and for providing agencies.

"The activity of Feedback should be seen as complementary to the other guidance activities, moving beyond the work with individuals and groups to influence the curriculum. It involves:

- *Gathering information about unmet and inappropriately met needs of adult learners and the barriers to access which deter them from taking up learning opportunities.*
- *Communicating this information to providers, local authorities and other relevant bodies, in order to contribute to the process of developing a curriculum which is accessible to adults, appropriate to their learning needs, and enables them to participate in decisions about the learning process.*
- *Supporting and initiating developments in the curriculum which meet the needs of adult learners."* ***[Educational Guidance and Curriculum Change (Project No.36)]***

Those involved in provision of guidance for the adult unemployed are in a position to make a note of unmet learning needs and to make representations to providing agencies asking for provision to be organised or modified. In particular, guidance staff can monitor:

- ☐ specific requests for learning opportunities which are not currently available, but which could feasibly be provided (e.g. the redundancy counselling service in Project No.65 became aware of potential demand for a robotics course and negotiated appropriate training arrangements with the MSC and a local college)
- ☐ learning needs which are not being met, and may not have been overtly expressed (e.g. the need for language support identified in Project No.6)
- ☐ feedback from learners on inappropriate content or style of existing provision, or inadequacy of guidance and support services
- ☐ feedback on problems with practical arrangements like timing, transport, childcare, etc.

"Even after obtaining relevant information and advice, clients often fail to find suitable or recommended provision, or are deterred by other factors. A guidance service must be prepared to intervene on clients' behalf when provision appears lacking or needs remain unmet. This is easier to achieve when those offering guidance services and the providers of services meet regularly on both a formal and informal basis." ***[Anxious to Work, FEU, 1987 (Project No.9)]***

Monitoring feedback and obtaining relevant information is one thing. Getting providers to take appropriate action is another, and raises questions about communication and liaison mechanisms, about recognition of the advocacy role and about the relative status of those raising what are sometimes seen as critical or sensitive issues.

UDACE defines advocating as 'negotiating directly with institutions or agencies on behalf of individuals or groups for whom there may be additional barriers to access or to learning' (*The Challenge of Change*, NIACE, 1986). Advocacy may therefore be seen as a strategy for helping to break down access barriers, and/or as an indirect means of strengthening the impact of consumer demand in a market where the voices of the unemployed and the unwaged often carry little weight.

"The guidance centre's role was to attempt to increase access for black adults to relevant education and training provision and to influence all aspects of curriculum development." ***[Educational Guidance: New responses for inner cities (Project No.6)]***

In the experience of those involved in the projects under review, informal arrangements for effective advocacy and feedback have included personal contact, telephone contact, informal meetings, correspondence, and invitations for relevant providers to meet groups or individuals whose needs require consideration. The effectiveness of such means of communication will tend to depend on the nature and quality of the relationships involved. Good relationships can help to produce favourable results.

However, where we are talking about complex organisations or inter-agency relationships it will also be important to look at structural mechanisms:

- ☐ appropriate recognition of the status and authority of the guidance service and its staff
- ☐ effective representation of guidance staff/agencies on appropriate planning and curriculum bodies
- ☐ regular presentation of guidance reports and feedback to relevant provider committees
- ☐ provider representation on the committees of guidance services
- ☐ collaborative arrangements for sharing and feedback of information from all providing agencies in a geographical area
- ☐ guidance service contributions to, or organisations of, staff development and training activities for those involved in course planning and tutoring
- ☐ implementation of day-to-day systems for feedback via forms, monthly/termly returns, etc.
- ☐ the identification of named contacts (in colleges and other providing agencies) with designated responsibility for receiving and acting upon feedback information.

All such mechanisms assume, of course, the maintenance of reliable information and record-keeping systems.

4.5 EXTERNAL AND INTERNAL COUNSELLING SERVICES

It has already been pointed out that whereas many guidance activities are undertaken by the tutorial staff of colleges and other providing agencies, recent years have also seen the growth of external educational guidance services – mainly, but not exclusively, concerned with pre-enrolment guidance and counselling for adults. In some areas the Careers Service too has begun to extend its traditional service for young people to provide both educational and vocational guidance for adults. But new developments are also taking place within educational institutions.

> *" ... the following recommendations are offered as guidelines to other prospective providers in colleges of further education:*
>
> - *That the college establishes a base to serve as a focal point for existing and prospective unemployed clients seeking assistance and guidance on educational and other related provision, both within and outside the college.*
> - *That the base serves as a support facility for both unemployed clients and college tutors, and that it is staffed by experienced and trained guidance workers/counsellors.*
> - *That base staff are responsible for maintaining an information resource bank, for offering guidance and counselling support to clients and for feeding back information on client needs to the co-ordinator.* ***[Anxious to Work, FEU, 1987 (Project No.9)]***

It has become clear from the projects reviewed that one of the problems of 'independent' external services can be lack of effective opportunities or arrangements for influencing the curriculum development process – hence the argument for

establishing guidance services or centres within mainstream providing agencies. However, one of the inevitable problems of institution-based guidance services is the difficulty of establishing a credible reputation as a neutral service, with no vested interest in promoting courses of the host institution over and above those of other providers.

The cardinal principle is that the interests of learners and of the adult unemployed must come first.

Whatever the location or lineage of a guidance service it is important that it should maintain close liaison both with other information and advice services and with a wide variety of agencies offering education or training opportunities for adults. The UDACE recommendation for guidance services is that they should be established by local education authorities within the context of a network, or should themselves seek to develop such a network.

> *"[Working in relation to a central co-ordinating unit] The purpose of a network should be:*
>
> - *(i) to offer mutual support and consultation leading to improved information flow and communication*
> - *(ii) to facilitate information collection and dissemination, ultimately leading to improved guidance, referral and access*
> - *(iii) to encourage advocacy on behalf of the client group as well as pressure group activities, hopefully resulting in new developments in services and provision*
> - *(iv) to increase co-ordination and co-operation, thus avoiding wasteful duplication of effort on behalf of the clients and ensuring greater sharing of skills, expertise and resources." [**Anxious to Work, FEU, 1987 (Project No.9)**]*

Whether operating as a freestanding educational guidance service, or as a specialist arm of the careers service, or in association with a providing agency, the need to work within a collaborative framework cannot be over-emphasised.

There is no single correct blueprint for provision of educational guidance services. There is, however, agreement that they should:

- ☐ offer neutral guidance independent of the interests of any individual provider
- ☐ be professionally staffed by educators trained in guidance work
- ☐ operate within the context of a collaborative network
- ☐ be capable of fulfilling an effective feedback and advocacy role.

4.6 ADVICE, COUNSELLING AND SUPPORT IN A TEACHING CONTEXT

Once unemployed people have become participants in a learning programme the provision of guidance by tutorial and counselling staff becomes an important issue, both during the course of the programme and at the end.

> *"Unemployed students tend to use the course teacher as the main source of help and advice while they are in the college. Guidance and counselling facilities and other services which are not an integrated part of the course may not be utilised by the majority of unemployed students." [**Supporting the Unemployed in Further Education (Project No.19)**]*
>
> *"Counselling took place during college from three sources:*
>
> - *the Access Development Officer – for personal/financial troubles, placements and job applications*
> - *individual lecturers for progress in specific subjects*

- *the 'core' team for general career appraisals and advice on application forms."* ***[Access to Business for Black Adults (Project No.61)]***

"Besides financial worries, unemployment brings a host of personal problems and feelings that many find hard to handle ... Unemployment can create family tensions, anxiety, depression and lethargy ... The unemployed will bring these feelings and attitudes to the learning situation, so they need to be worked through and understood by tutors. Opportunities for personal counselling on an individual or group basis must be incorporated into the programme."

"Access to ongoing educational guidance and counselling can help clients benefit from provision appropriate to their attitudes, abilities and needs. It can avoid the disillusion that occurs when courses fail to match expectations; timely advice can facilitate participation and help clients clarify their learning needs and objectives."

"Integrated guidance and counselling is central to fostering a client-centred approach. Inevitably, vocational and educational guidance will overlap with personal counselling, requiring staff with expertise in both areas."

"Ongoing counselling and guidance is considered an integral part of the programme, with all participants expected to opt for one of three guidance sessions held weekly, in which advice on job-search, interview techniques, letter writing, CVs and further training opportunities is given. Tutors are timetabled to offer immediate assistance if required throughout the week." ***[Anxious to Work, FEU, 1987 (Project No.9)]***

Issues of personal guidance received particular attention in Project No.21 *(Guidance in Personal Relationships for Unemployed Adults)*. The project focused on development of training materials in basic guidance and counselling for teachers dealing with adults having to cope with 'Change', 'Life Events' and 'Transitions'. Recommendations put forward suggested that:

- ☐ all teachers of adults should receive some training in basic **guidance**
- ☐ some teachers should have access to training in **counselling** skills
- ☐ teachers and guidance workers should be able to identify problems requiring counselling by an external specialist and should know how to make arrangements for onward referral
- ☐ extra support should be offered to staff working in stressful situations.

A handbook for people involved in teaching unemployed adults was produced at the end of this project, which is referred to again in a later section dealing with staff development (Section 8).

FEU and NIACE projects have illustrated something of the range and complexity of the guidance needs of unemployed and unwaged adult learners. They have also underlined the need for development of guidance provision (particularly in the FE college sector) focused specifically on the needs of adults. Whilst contexts, organisational arrangements and staffing will vary from situation to situation, it is important that designated responsibility for each aspect of guidance is clearly recognised by the various parties concerned – not least by the learners themselves.

5. CURRICULUM DESIGN: PROGRAMMES AND CONTENT

5.1. CONTENT AND OBJECTIVES

Early efforts in further and adult education to promote opportunities for unemployed people were of two distinct kinds. On the one hand arrangements were made for concessionary admission to existing 'off-the-shelf' courses on an in-fill basis - a process referred to in a number of NIACE and FEU projects. On the other hand considerable effort went into the development and adaptation of new curricula and new courses specifically for the adult (as distinct from the young) unemployed. As far as was practicable programmes tended to be tailored to the needs of learners rather than exclusively subject-focused. Some revolved round a core curriculum supplemented by a range of flexible vocational and educational options. Other programmes offered a specific vocational training curriculum. Others focused on the needs of specific target groups, and others on groups of learners in their own community context.

> *"The research had identified the following key areas of interest, which were divided into three central modules: Employability, Computer Familiarisation, and Using Your Community Network. It was planned that these areas could be combined with up to four practical options [Construction/DIY/House Maintenance; Fabrication/Welding; Motor Vehicle Maintenance; Community Care] to create individually tailored courses, in terms of both content and hours.*
>
> *Many interviewees had said that they would welcome the opportunity to develop certain personal skills: communication skills, numeracy, self-confidence, and an understanding of the socio-political context of unemployment. It was agreed that these opportunities should be offered, not as separate subjects but as central themes in each module. Another common response in the interviews was a request for personal guidance in making plans for the future, and consequently both individual tutorials and group support sessions were built in as core features of the course."* ***[Unemployment, Education and Training on the South Coast (Project No.14)]***

At a relatively basic level various kinds of 'preparatory' courses were widespread, frequently designed for unemployed people with little if any previous experience of education or training apart from their initial schooling. At an intermediate level, a variety of access, return-to-learn and 'second chance' programmes offered taster or preparatory courses for those thought likely to benefit from continuing education, professional or academic training – 'Access' courses (with a capital 'A') being those officially validated as courses leading to teacher training or other professional training or degree level work.

The need for a coherent conceptual framework for curriculum planning was recognised early on. The FEU report on *Adult Unemployment and the Curriculum* by Tony Watts and Eddy Knasel (Project No.11) offered such a framework, both for use by those in the formal further and higher education sector and by others involved in community-based and less formal education programmes. At the same time other projects and activities promoted by NIACE REPLAN were giving particular emphasis to outreach, access and related themes.

The five main programme objectives identified by Watts and Knasel – Employability, Coping, Context, Leisure and Opportunity Creation – were variously used, piloted or investigated by a substantial number of the NIACE and FEU projects under review, most dealing with a combination of several or all of the objectives.

Very few projects were concerned with helping unemployed people to understand the context and causes of unemployment, or explore forms of social, political and community action related to unemployment. Fewer projects than might have been expected were specifically concerned with opportunity creation, either in terms of conventional enterprise and self-employment or of encouraging alternative lifestyles and ways of making a living (Projects No.28 and 58 were exceptions here).

> *"The curriculum structure recognises that women can develop confidence collectively through group activity and therefore places the emphasis, in modules one and two, on the group:*
>
> - *Formulating a Group Business Plan*
> - *Setting up and Controlling a Group Business.*
>
> *In module three the women will decide on the most appropriate option for them as individuals. It could be to develop the group business, or to set up an individual business or to make a positive choice rejecting self-employment. The women who make the latter decision will have had the opportunity to use the curriculum to develop a range of skills which will be valuable to them as individuals and employees."*
>
> *"Setting up a co-operative seemed a particularly useful way forward as it would facilitate the women working as a group and seemed to reflect the spirit and working practices of the women."* ***[Women into Self-employment and Technology (Project No.28)]***

However, coping strategies and leisure-time activities received significant attention; and, not surprisingly, promotion of educational opportunities (and access to them) figured high on this particular part of the agenda.

Throughout the range of projects sponsored by both agencies, education and training for 'employability' received at least as much attention as any of the other objectives. The majority of projects included some element relating directly or indirectly to education or training designed to enhance the ability to find jobs, retain jobs, or perform more effectively in the job situation. This was especially important for young adults.

> *"Whereas providers, particularly those in the informal/community sector, might interpret education in its very broadest sense, i.e. that education is about life enhancement, opportunity creation, and community empowerment, young unwaged adults see things very differently. Education, to them, is about qualifications and about jobs. It would be as well to bear this paradox in mind when shaping provision."* ***[FE, Informal Education and the Young Adult Unemployed (Project No.30)]***

Employers themselves had views on what they were looking for when recruiting unemployed people onto their own books, and those responsible for curriculum development needed to take account of these when designing relevant programmes.

> *"Personal characteristics sought by employers varied across the range of jobs, but adaptability, motivation and enthusiasm were given universally high ratings. Also highly placed were: flexibility; ability to learn and to listen to instructions; sociability; ability to work in a team; good timekeeping; pride in the job and quality consciousness. Academic qualifications, unless specific to a job, were ranked relatively low. Literacy and numeracy received modest ratings, although the health and safety implications of illiteracy were of some concern. Several employers commented that, for an unemployed person, a major factor for consideration was whether the period of unemployment had been used constructively."* ***[Anxious to Work, FEU, 1987 (Project No.9)]***

Not everyone would agree with the low rating given to qualifications. Both at local and national level responsiveness to the labour market and to changes in economic activity was also an important principle for all work-related further education. Within the programme of NIACE and FEU development projects, therefore, some were specifically related to training and employment opportunities in particular industries or areas of work. Project No.1 was concerned with training for Community Sports Leaders. Project No.12 focused on basic level training needs in the camping, caravanning and self-catering industries. Project No.16 analysed training needs in leisure industries. Project No.61 sought to promote access to management training and opportunities in business for black people in an area where these were seriously under-represented.

The North Warwickshire College project (No.16) focusing on training needs in leisure industries was particularly concerned with developing a competence-based curriculum for workers at operative level. A flexible modular structure was adopted, with specific competence-based elements which related to learning needs and job performance criteria elicited from both employers and would-be students. A special module on interpersonal skills was based on responses received from leisure centre managers.

At a rather different level an FEU sponsored project undertaken by the University of Nottingham provided a useful analysis of graduate 'employability' and related issues, and has helped to develop a distance learning pack and a short course dealing with transition to employment for students at graduate level (see also Section 7.4.1.).

> *"Despite the need of employers for highly educated personnel, there continues to be a 'mismatch' between the capacity of some people to secure a degree and their capacity to secure satisfactory employment. The report focuses attention on the specific qualities and skills sought by employers ... In very many cases what an employer looks for is evidence of the possession of those personal and transferable skills that, ideally, the experience of higher education should enhance, whatever the particular subject or discipline studied."*
>
> *"The report also surveys the existing bridges to employment for unemployed graduates. What they have in common is an attempt to restore lost confidence and to equip the unemployed graduate rapidly with basic knowledge about the graduate labour market and with the necessary skills of job search and job acquisition."*
> ***[Unemployed Graduates: A wasted national resource (Project No.20)]***

The five-fold categorisation of objectives by Watts and Knasel, and the Curriculum Planning Checklist included in the latter part of their report, clearly provided a useful framework for many of those involved in the various FEU and NIACE projects, and for many other practitioners.

In some ways, though, the five categories did not entirely match the full range of educational programmes and objectives developed under the REPLAN umbrella. Education for active citizenship, community action and community development, and education for personal development (or extension of education opportunities for education's sake – undoubtedly of importance in a society with a relatively under-educated work-force) have figured significantly in several projects, but are not appropriately designated simply as 'leisure' activities.

With the passage of time the scope for a more detailed and re-structured curriculum planning checklist became apparent, to take account of the diversity of different programmes and contexts found in both formal and informal sectors of education. Project No.25 sponsored by the FEU in association with the East Midlands Further Education Council worked on the production of a revised and further elaborated version, following evaluation of curriculum planning processes in 10 different education and training agencies. (See *Developing Education and Training Provision for the Adult Unemployed: A checklist*, FEU, 1989.)

5.2. SPECIFIC TYPES OF PROVISION

5.2.1. IN-FILL PROVISION

During the earlier years many Further Education Colleges and some adult education providers first became involved in the systematic extension of educational opportunities to unemployed adults via concessional schemes for admission of registered unemployed people to existing college courses on an 'in-fill' basis. Arrangements were made under the so-called 21-hour rule, which depended on tacit agreement of the then Department of Health and Social Security to allow attendance on education courses (running on less than a full-time basis) without loss of benefit to students – provided that those attending courses under such a scheme were willing to take the offer of a suitable job at any time, should such an offer arise. Many thousands of unemployed adults, including many young adults, gained access to continuing education via this route. Many colleges also gained their first substantial experience of developing admission, guidance, support and assessment arrangements for this kind of adult clientele via the organisation of in-fill programmes. Of course, not all in-fill arrangements were linked to provision under the 21-hour rule. Throughout further, adult and community education efforts were made to admit unemployed people to existing classes, facilities and activities.

The point about in-fill provision is that no special curriculum development effort is required in order to accommodate the unemployed students concerned, and the marginal costs of filling spaces on courses with low numbers and unfilled vacancies is minimal. Also on the positive side is the fact that unemployed people are seen to be receiving education of the same type, range and quality as other people. In areas of high unemployment it has sometimes been possible to make provision for very large numbers of adults on an in-fill basis. However, in some places such provision also had its shortcomings.

> *"By 1985 it was estimated that some 2,000 students out of the 7,000 enrolled at the college, were unemployed. The initial response of the college to the high rates of unemployment had been to increase the range of non-vocational courses on offer and make use of in-fill to allow unemployed students access to courses. There had been no specific courses designed for the unemployed. There was an unstated assumption that the unemployed would become more involved in existing provision."*
>
> *"The pattern of in-fill relates to employment prospects. Initially Fabrication and Welding courses were maintained as viable classes through the in-fill of unemployed students. With the continued decline in employment prospects the numbers enrolling on in-fill have declined and many such courses no longer exist. The unemployed, in effect, delay the demise of such courses, but inevitably the unemployed message filters through and they cease to attend."*
>
> *"The policy of in-fill has meant in practice that because of the perceived resource constraints the individual has to fit in with what is on offer."*
>
> *"It is important to note that the problem of drop-out from in-fill courses is not perceived in terms of inappropriate provision ... From the viewpoint of managers of the college, the unemployed are often viewed as inappropriate students."*
> ***[Supporting the Unemployed in Further Education (Project No.19)]***

Although in-fill provision remains an important and valuable means of offering educational opportunities to unemployed adults, it was difficult to argue that such courses provided a range of learning experiences specifically suited to unemployed people, when in most cases they had clearly not been designed with such a clientele in mind. Moreover, the very existence of vacant places on courses often reflected earlier high drop-out rates, and in some instances the cycle simply began to repeat itself as in-fill students themselves began to drop out when they found courses

unsuited to their needs and expectations. In these circumstances it became increasingly clear that, whilst there was sometimes much to be gained by adults taking up in-fill places on GC(S)E and other general education courses, on specialist vocational, professional and craft courses, and on recreational courses, it was also important to consider the development of curricular content and approaches directly related to the wide range of education and training needs specific to unemployed and unwaged adults.

> *"It was clear from respondents that there was an awareness of gaps in provision for unemployed adults which included an insufficient number of vocational courses and the need for more 21-hour non-vocational provision. Other gaps noted were courses for women only, bridging courses between basic education and O-levels, more technician courses and linked-skill courses with literacy/numeracy integrated in vocationally based training ... Improved access to certified courses was deemed very important, but a need was also identified for some kind of certified pre-vocational course for adults."* **[*Anxious to Work, FEU, 1987* (Project No.9)]**

5.2.2. PREPARATORY COURSES

Throughout the further education sector a great deal of effort has been expended on the development of programmes, courses and activities for:

- ☐ long-term unemployed adults
- ☐ unemployed or unwaged adults who have limited or no previous experience of post-school education or training
- ☐ members of disadvantaged groups whose previous access to opportunities has been restricted.

Several of the projects under review refer to such work: some of it concerned with preparatory and taster courses leading to further vocational training; some of it concerned with preparing adults for active re-entry into the job market; some of it focused on preparation for further study and on access to professional and academic courses. In this context, of course, the Manpower Services Commission (MSC) was for some while involved in funding of provision via a number of special inter-related schemes. (Over many years previously the MSC and its predecessors had assisted further education providers via special programmes for unemployed school leavers, and had also funded college-based and other courses for unemployed adults via the Training Opportunities Scheme.) In the REPLAN era of the mid-eighties the MSC was promoting a more tightly focused group of adult preparation, wider opportunities and vocational assessment programmes which helped to stimulate further development of (mainly college-based) similar preparatory-type courses. From 1986 onwards the MSC was also involved in promotion of short, intensive counselling and orientation courses for the long-term unemployed under its RESTART programme. A review of the latter programme, and of the potential role of LEAs and colleges in supporting RESTART, was carried out in a series of seven case studies under Project No.31 sponsored by the FEU. Earlier, in 1984/85, Grimsby College of Technology participated in an FEU-sponsored project designed to evaluate two MSC-funded preparatory and vocational assessment courses.

> *"The main **aim** of the courses was to enable individuals to acquire skills relevant to determining their own future. In order to do this, the experience of the students on the course (i.e. the curriculum and its delivery) must enable them to:*
>
> - *(a) know themselves in terms of personality, abilities, skills, aptitudes and aspirations*
> - *(b) develop and evaluate those aspects of personality, etc. which they see as necessary for their development*

- *(c) become informed about opportunities which exist in terms of personal, career, employment and educational/training development*
- *(d) take advantage of resources and opportunities that become available to them...*

*The **content** of the course varies from one student to another, the precise mix of options depending on individual need. There are, however, elements which are considered desirable for all students and these form the 'core curriculum'. These are listed below.*

- *COUNSELLING AND GUIDANCE - private discussion regarding personal development.*
- *CAREERS AND EDUCATIONAL GUIDANCE - private and group discussion, followed up by guided research.*
- *NUMERACY - initial assessment followed by a programme of work ... to enable the student to attain standards necessary for successful education/training, and for adequate life and work performance.*
- *COMMUNICATION SKILLS - as for numeracy ...*
- *JOB-SEEKING SKILLS - all those skills necessary for successful job application, e.g. research, self-presentation, use of telephone, written application, interview techniques.*
- *COMPUTER LITERACY - elementary keyboard skills; appreciation of new technology in life and at work.*
- *HEALTH AND SAFETY AT WORK - a short programme ... supported by appropriate practice in college and workshop experience.*
- *GROUP DISCUSSION - an end-of-week meeting with students as a group, in which they exchange experiences and make suggestions about the content and methods of the course." **[Preparing Adults, FEU, 1987 (Project No.5)]***

Specific vocational training, 'taster' opportunities and industrial placements were offered as a series of options in the second half of the programme.

5.2 3. ACCESS PROVISION

*"In creating a supportive environment for adult students returning to education some consideration should be given to a concept of 'sheltered' entry to FE. Adult students, especially those who have been out of education for some time, often feel very nervous about returning. If, as the project surveys suggest, non-participants are likely to have had negative experiences in their previous education, then they need special support on their initial approach and entry into colleges. Once they have successfully participated it is likely they will return for future courses, but this initial experience remains a vital foundation. This 'sheltered' entry can take the form of Access provision which includes a range of special learning opportunities for adult students returning to education and training." **[Supporting the Unemployed in Further Education (Project No.19)]***

Four projects were specifically concerned with access or return-to-learn programmes, and such courses figured in several others. A project carried out by the Berks, Bucks, and Oxon District of the Workers' Educational Association in conjunction with Oxford University Department for External Studies (Project No.10) analysed experience on three 'Second Chance to Learn' courses in Oxford and Milton Keynes. The courses were topic-focused, encouraging students to relate what they learned to their own experience, their own understanding of society and their own lives.

"This report describes a course, designed and mounted by the Workers' Educational Association, intended to fill a gap between informal discussion groups and access courses for higher education. It is an intensive course, occupying five hours per week, using team teaching, one-to-one tutorials, formative evaluation and a residential period, in addition to regular classroom sessions, and it aims to prepare participants for new roles in life and at work as well as for further courses." ***[Second Chance to Learn, FEU, 1988 (Project No.10)]***

Access to Mainstream Further Education for Unemployed Black Adults was the subject of a study based on Sandown College, Liverpool, carried out under Project No.24. Three specific access courses were developed and piloted under the auspices of the project – in health studies, in electronics, and a music workshop. The successes and failures of various aspects of these courses offer useful experience to others involved in initiatives designed to increase black participation in further education and training.

"Curriculum review of vocational courses is vital in order to acknowledge black students' prior knowledge and experience and to secure high motivation levels."

"Black students may require special support measures since their past experiences and skills may not be correctly understood by traditional FE staff."

"The curriculum base of vocational FE needs to be substantially broadened to include the relevance of Britain as a multi-cultural society and the issues of racism and anti-racism. The vocational curriculum is not a totally separate entity from students' experience." ***[Access to Mainstream FE for Unemployed Black Adults (Project No.24)]***

Project No.18 involved a detailed investigation of appropriate curricula and effective teaching/learning strategies on 'Access' courses in maths, science and technology. The analysis of current activity during the main course of the project (1986/87) suggested that in these areas of the curriculum there was less flexibility and there had been less innovation than in arts, social sciences and in some other professional courses. They were still generally more subject- than learner-focused.

"It is clear, however, that Science Access Courses, unlike those in other disciplines, are not as yet distinguishable by the innovatory aspects of their curriculum. In the balance between skills and knowledge content, between student-centred and discipline-based approach, the weighting has generally been towards the latter in each case. This caution has perhaps been inevitable in discipline areas where the necessity for a groundwork of sequentially acquired knowledge has been undisputed, but perhaps it reflects also some reluctance on the part of HE staff to respond to newer approaches to learning." ***[Access to Mathematics, Science and Technology (Project No.18)]***

Project No.61, part-funded by NIACE in association with the Manpower Services Commission, six industrial and commercial company sponsors and Merseyside Chamber of Commerce, monitored experience of an Access to Business course for black unemployed people run at the Old Swan Centre of Sandown College in Liverpool.

"In early 1986 in response to ... concern that few black adults were gaining access to management and supervisory employment in Liverpool, the Merseyside Chamber of Commerce and Industry approached Old Swan Technical College in Liverpool (now re-named Sandown College) and the MSC (now the Training Agency) to discuss developments ... This led to a proposal to mount a twelve-month full-time Access course for black unemployed adults that would be accredited by

Lancashire Polytechnic for matriculation into higher education and accepted by the sponsoring companies as qualification for entry into the world of business and commerce. The course would involve industrial and commercial placements within sponsoring organisations as an assessable part of the course." ***[Access to Business for Black Adults (Project No.61)]***

6. CURRICULUM DELIVERY: PROMOTING FLEXIBLE LEARNING

Many of the project reports commissioned by NIACE and the FEU have documented opportunities for developing new approaches, styles of delivery and support services for unwaged adult learners. The REPLAN programme has sought to promote educational programmes which:

- ☐ take account of adult experience and adult needs
- ☐ provide opportunities for negotiation of the curriculum and for choice
- ☐ improve competence, boost self-confidence and encourage personal autonomy
- ☐ provide appropriate supporting services
- ☐ offer flexibility in terms of location, timing, format, methods, materials
- ☐ encourage individual as well as group learning
- ☐ relate to the social and/or economic context of local communities
- ☐ take account of labour market requirements where appropriate.

Recurring themes appearing in a number of the projects have been grouped under the following headings: Negotiation and Choice; Flexibility of Provision; Materials and Methods; Community-based Approaches; Self-Managed Learning.

6.1. NEGOTIATION AND CHOICE

"The [long-term] unemployed have an over-riding need for a restoration of self-esteem and confidence. Help in identifying existing skills and expertise and in acknowledging uncredited learning experiences can provide a positive boost to morale. Helping adults to assume responsibility for achieving realistic goals through a negotiated learning agenda is an important element in the process of confidence-raising. While negotiation of learning agendas was considered an essential aspect of courses for adults, reservations as to the feasibility of a truly student-centred approach were expressed, given the traditional institutional framework with its rigid departmental boundaries." ***[Anxious to Work, FEU, 1987 (Project No.9)***

"Negotiation can take place **prior to** *or* **during** *a learning experience – in fact the curriculum strategy outlined earlier shows that almost every separate aspect of that strategy can be negotiated. Perhaps this project's greatest emphasis has been in the area of prior negotiation. In this area, negotiation can be influenced both by the specific context of a learning initiative and by the topic or content that is first mooted."*

" There is a danger in identifying too precise objectives prior to any dialogue with prospective students. A more useful concept in work with unwaged adults is the idea of **starting points**. *The educator needs to be clear (and honest) about his/her starting points, e.g. resources available, time constraints, network contacts, institutional expectations, content expertise, before entering into a curricular negotiation with unwaged adults."* ***[Negotiating the Curriculum with Unwaged Adults (Project No.22)]***

"From the outset it was seen that the group which was recruited would also play an active role in the shaping of the course [Preparing for Caring]. The value of student experiences was always seen as a major potential contribution to this course as it

was likely that some students would have worked in related areas in the past. Experience gained from other work would be given status by course organisers. Essentially it was intended that the course should be 'owned' by the group." ***[Black Access to Mainstream Further Education (Project No.24)]***

"Some tutors attempt to involve the students directly in planning the content and running the course, in order to break down the traditional barriers between teachers and taught. Other tutors see negotiation more in terms of responding to the specific needs and interests of the student group. Whatever the reasons for including students in making decisions about the course, there are many difficulties inherent in the process ... Students often do not know what they want from the course, nor do they know how to ask for what they find they do want ... Sometimes dominant members of the group can direct decisions which other members are unhappy about. On the other hand, when negotiation is successful, they enjoy feeling that the power is in their own hands and that their opinions are respected. It also enables tutors to tailor the course to their actual, rather than their perceived, needs."

"Negotiation is best carried out within a structure which makes clear what students are being asked to decide. It can be incorporated into existing sessions or time can be set aside for a planning session." ***[Second Chance to Learn, FEU, 1988 (Project No.10)***

"The other groups sit down together once every six weeks or so to have a planning meeting where they decide not only what they wish to do, but **how** *they want to do it, and in how much depth."* ***['Get it Together,' Leeds CVS/Swarthmore Centre Project (No.50)]***

Not all programmes offer the same scope for negotiation; though in so far as limited staff experience acts as a constraint here, this may also be an important area for staff development (see Section 8).

However, there are also other ways in which learners can exercise choice about the content of their programmes, and a considerable number of individual providing institutions have already developed modular arrangements for many of their courses. Moreover, the progressive modularisation of the externally accredited curriculum in further education is steadily extending the opportunities for choice and for individually-tailored learning programmes across the vocational spectrum.

"Arising from the work of the Curriculum Design Group came a new approach to provision for adults (both waged and unwaged). Within the College these have been termed the 'Honeycomb'. The basic cell of the 'Honeycomb' is a six week course of 2–3 hours per week. These cells are available on a 'roll-on/roll-off' basis and are available during mornings, afternoons, twilight or evening sessions. Each has been designed to give access to a more advanced course, or unit of a course in the same or a related area ... Such is the flexible nature of the 'Honeycomb' that a client could select any of the individual courses and tailor a programme of study to his or her abilities, needs and aspirations." ***[Peterlee College, 'Use Your Loaf', NIACE, 1989 (Project No.70)]***

"There are a number of flexible entry and exit points which take into consideration the starting points and progression needs of the individual clients. It consists of a three-part modular programme in which the modules are related to provide an integrated course. The integration mechanisms are a series of assignments, and considerable emphasis is placed on the clients as individuals who will be at different stages in pursuing the self-employment option and will, therefore, require access to a range of 'modules' concurrently." ***[Women into Self-employment and Technology (Project No.28)]***

The further extension of educational guidance services for adults and their

adoption of effective strategies for Feedback and Advocacy (see Section 4.4) will also help to strengthen (if only indirectly) the collective capacity of learners to influence the shape of the curriculum.

6.2. FLEXIBILITY OF PROVISION

The idea that learning opportunities should be made available to the adult public on a flexible basis is now widely accepted in theory, if not universally applied in practice. The principles of 'open learning', in the broadest sense of that term, (see also Section 6.4. below) have had widespread influence throughout adult and further education.

> *"Open learning ... is generally defined as any type of learning which removes the barriers of time, pace and place."*
>
> *"Developing open learning means making it easier for the learner to learn. It is in essence concerned with initiating flexible provision which actively responds to needs; at the present time a great deal of education/training opportunities are 'closed' to a great number of adults, waged and unwaged."*
>
> *"Although many of them were interested initially, interest soon waned when they found that, for the majority of the courses, they would have to wait until the following year to enrol. Inflexible enrolment dates and the absence of roll-on/roll-off provision undoubtedly discourages and obstructs adults from pursuing learning opportunities." **[REPLAN Open Learning Enterprise (ROLE), West Cumbria (Project No.53)]***

Inflexibilities in the timetable of the education year – with its three-term structure still retaining the same pattern as that deemed appropriate for young children – and in the pattern of the education day/week can present serious problems for adult users, which are not always recognised as such by those responsible for management of colleges and education centres. Traditional rituals associated with enrolment procedures may provide further complications.

> *"Firstly, the college needs to be available when the unemployed wish to use it. Thus, the standard three term year has to be extended and a seven day working week may be necessary. Allied to this point is the need for institutions to provide learning opportunities in forms which the unemployed can and wish to attend. Weekend schools, day schools, short intensive courses may increase in number. Even the layout of timetables may need to be carefully handled to concentrate work in blocks to save students' travel costs. Without adequate child care facilities, some sectors of the community will be unable to attend the courses, and unless the issues of fees are dealt with carefully – not necessarily abolished – certain groups will be priced out of provision." **[Special Provision for Unemployed Adults (Project No.7)]***

Airedale and Wharfedale College in north-west Leeds (Project No.71) experimented with a three-week Summer School (REACHOUT) as a means of attracting adult non-users to an institutional setting, using college facilities during a relatively 'fallow' period, introducing staff to non-traditional adult students and providing unemployed people with 'taster' opportunities for sampling individual subjects and activities. The project opened with a surprisingly large attendance of about 140 adults and many children – a response which almost overwhelmed the organisers!

Women and others with responsibility for family and childcare arrangements need providing agencies to be responsive to their requirements for nursery or creche provision and also to the time constraints imposed upon them by the timetables of their children's schools.

"There appears to be some support also, among the non-students surveyed, for 'roll-on, roll-off' provision, operating over the whole year. Gender related problems were apparent regarding timing of classes. Since, in the main, childcare and the maintenance of the home base are still almost exclusively a female province, it would appear that, whatever time of day or year courses are initiated a large number of young women will be excluded from any institutionally-based provision, unless adequate childcare are provided within and outside educational institutions." ***[Sunderland Young Adult Unemployed Project (No.30)]***

"Creche provision is essential if women are to have any meaningful opportunity to develop themselves and their hopes for the future. Women feel guilty about leaving their children at all, even with family and friends, so childcare provision must, if it is to enable women to study, discuss and learn free from worry, be approachable, reliable and caring." ***['Get it Together', Leeds CVS/Swarthmore Centre Project (No.50)]***

The worries and concerns of adult and unemployed learners – some of which may be dealt with by adjustments in organisational and/or curricular arrangements – will often be more easily communicated when there is appropriate provision of guidance and counselling (see also Section 4.6.).

"The advantages of adopting a positive approach to counselling and guidance at an early stage are that stronger, more supportive relationships are formed within the group and with staff. Problems which would have come to light later in the course are identified earlier and are dealt with before they become acute." ***[Preparing Adults, FEU, 1987 (Project No.5)]***

A more detailed discussion of barriers to access and of ways in which providing agencies might help to develop more flexible arrangements to help overcome them will be found in Section 1.3.

6.3. COMMUNITY-BASED LOCATIONS

The location of learning activities can be a matter of considerable significance. This is particularly so in predominantly rural areas, where transport systems are often inadequate; but location is also an important issue in urban areas. In some cases major institutions may have a choice about whether to locate specific programmes centrally or in neighbourhood premises – or their outreach strategies may involve them in collaboration with community-based agencies. Many of those involved in organising REPLAN provision have, in any case, had a commitment in principle to the location of activities in local community contexts.

"A strategy which some projects have employed has been to base provision 'off-site', away from the main educational institution. In part, the idea here has been to 'take provision to the learners', thereby reducing or eliminating transport costs which could otherwise act as a serious barrier to unemployed people on low budgets. Another intention has been to make provision less reminiscent of school and of large, impersonal institutions. Various centres have been used in this way, including community centres, centres for the unemployed, etc." ***[Adult Unemployment and the Curriculum, FEU, 1985 (Project No.11)]***

"Transport is a problem in rural areas. Setting up village based 'return to study' groups does go some way to overcome this. There is only one college in my area and it is an impossible task to attend courses there because of the poor transport system. I have written to all village correspondents to find out if local car share schemes operate and whether the project could use them. Social Services have agreed to provide transport for two people to attend a course in another village ... They have

agreed to provide transport for any more of their clients who wish to attend." ***[Grassroots Project: Developing opportunities in a rural area (Project No.63)]***

THE TEACHING VENUES

"One of the prime considerations for the identification of suitable venues is that such facilities should be places which are used by the local community for a variety of different purposes and which attract people of different age groups and backgrounds and both sexes. In particular, such venues should be facilities that are used by local unemployed people." ***[The Outreach College: Design and implementation, FEU, 1989 (Project No.26)]***

The Newcastle-upon-Tyne Adult Learning Federation (Project No.66) had a very specific commitment to the support of 'Neighbourhood Learning Centres' – and used its experience to encourage LEA services and the local College of Arts and Technology (CAT) to become more supportive of local community groups.

"In the same way that the CAT has begun to recognise the value of Neighbourhood Learning, there have also been significant moves from the Local Authority Adult Education Centres, in particular from the two most closely associated with work in Priority Areas of Newcastle. These two centres, within the constraints under which they operate, are encouraging more informal approaches and a more active participation by students and users in the development of provision. At the same time both centres have demonstrated considerable support for local learning groups as well as for ALF itself." ***[The Adult Learning Federation Project (Project No.66)]***

6.4. MATERIALS, METHODS AND 'OPEN LEARNING'

One of the chief characteristics of learning programmes for the unwaged and unemployed, as of much other adult and further education, is the requirement to be able to deal with a very mixed range of learning needs within a single programme, indeed within a single learning group. The principles of student-centred learning and of competence-based education can be extremely demanding in such situations, particularly so where many clients are lacking in self-confidence and have little former experience of education and training. (See also Section 3.4. for the subject of confidence-building.)

Whether organising group learning activities or individualised learning activities, the teacher, lecturer, tutor or group-leader is essentially responsible for providing access to appropriate learning resources and facilitating the processes of effective learning. In practice, of course, group learning and individualised learning are not mutually exclusive alternatives, but are often complementary. Increasingly we are seeing the development of individualised learning activities within group contexts, both in order to cope with the diversity of learning requirements and to provide tailor-made programmes.

The diversity of experience in the wide variety of national and local projects sponsored by NIACE and the FEU is far too broad to capture in a few paragraphs here. Details of materials and teaching/learning methods used and developed by individual projects will be found in the various reports available (see summary details in Section 10). In these reports will be found references to, among others, team teaching, discussion-based learning, work simulation projects, industrial placements, project-based learning, topic-based learning, women's groups.

Some of the projects under review were specifically concerned with aspects of 'Open Learning' more strictly defined. Project No.27 involved the Further Education Unit in monitoring the early development of the Open College and the publication of a series of Open College Bulletins providing information and analys-

ing key issues relating to this government-funded initiative. LEAs and local providers of adult and further education were encouraged to make arrangements for the operation of local 'Student Centres', to negotiate appropriate business relationships with the new Open College and to explore the scope for further integration of Open Learning arrangements into the mainstream of college and adult centre provision. The faltering start of the Open College initiative, however, created considerable disillusion at local level, and the further delay in implementing subsidised arrangements allowing unemployed people to gain access to Open College learning packages at an affordable price reinforced such feeling.

Project No.40 was concerned with the evaluation in Wales of an Open University (National Community Programme Agency) initiative involving dissemination of Community Education packs ('Action Planning' and 'Work Choices') and their use with outreach groups. The experience of this and of other projects which were involved in the use of open learning materials by unemployed and unwaged adults was mixed. Given appropriate organisational and support arrangements, the availablity and use of open learning materials has often helped to enhance flexibility of provision, both in institutional and community contexts. However, for the unemployed and unwaged the high cost of many such materials can be a major problem.

> *"Group leaders used the packs indirectly as a 'starting point for discussion', leading the discussions and following routes indicated by the group members. Talking was felt to be the real source of contact and information, the materials were secondary."* ***[Evaluation of 'Unemployment: Working it out' Project (Project No.40)]***

> *"Surprising interest was expressed in self-study options, almost half the respondents wishing to explore this further. This conflicts with the commonly held view that unemployed adults require the discipline and social value of personal attendance to progress."* ***[Unemployment, Education and Training on the South Coast (Project No.14)]***

> *"Drop-in centres where the unemployed teach themselves using learning packages are already successfully in operation. The unemployed can come in when they want, for as long as they want, and make progress through programmes at a pace which suits them. It was believed that some teachers feel that their jobs are threatened by the use of such learning methods."* ***[Outreach and Inreach: Colleges and unemployment groups (Project No.17)]***

> *"It initially appeared that Open Learning would be an obvious means for people at home to explore further learning. To this end discussions have been held with North Lincolnshire College Open Learning Unit, Ruston Gas Turbines and (very specifically) The Accredited Centre. Unfortunately cost is the prohibitive factor, and it is only for the YTS Trainers Certificate that it is being used."* ***[Lincolnshire Redundancy Counselling Project (Project No.65)]***

> *"Open Learning is a key element in my work. However, existing provision in the county is patchy, poorly coordinated and often expensive for unwaged adults. The county offers a fee remission policy for students in receipt of certain benefits. The cost of materials still makes this kind of study prohibitively expensive ...*
>
> *My project will buy material and loan it to the student on a small refundable deposit. All students are asked whether they would like to meet other students for mutual support. I can offer help in co-ordinating this and providing transport if that is a problem."* ***[Grassroots Project: Developing opportunities in a rural area (Project No.63)]***

Project No.41 was specifically set up to investigate the use of open learning materials in a penal setting (Strangeways) and has involved a number of interesting develop-

ments. Prisoners have been able to use open learning materials for studying in their own cells (particularly important in cases where they are not allowed to attend classes or groups), and education staff have been given access to cells to provide personal tutorial support. Accreditation and progression arrangements have been negotiated with Manchester Open College Federation and with the Northern Partnership for Records of Achievement. Education staff follow up their students when they leave prison or transfer to another penal institution. It is hoped that prisoners will find it easier and be more motivated to continue their studies, when they can do this on an personal basis and can also begin to build up accumulated credit.

Project No.53 in West Cumbria sought to develop the concept of open learning in its widest sense, i.e. open access to learning opportunities. On the question of 'Open Learning' in the narrower sense the project conclusions included the following recommendations:

> *"The project recommends that the issues outlined below need to be addressed if Open learning is going to be a viable, accessible and appropriate alternative to large sections of the unwaged community.*
>
> - *Open Learning materials need to be available through a free or low cost loan system.*
> - *Regular access to tutor and peer group support is essential. It must be available at accessible venues, which means that outreach methods must be developed. Without the aid of these kind of support structures, Open Learning is likely to fail.*
> - *Introductory sessions in how to learn via Open Learning must be built into any prospective programmes. The importance of this cannot be over-estimated, particularly for those who see self-study as alien to their past learning experiences.*
> - *Students need to be made aware of the possible outcomes of Open Learning.*
> - *Open Learning provision needs to be clearly targeted at specific groups."*
>
> ***[REPLAN Open Learning Enterprise (ROLE), West Cumbria (Project No.53)]***

The Docklands SKILLNET project (Project No.32) sought to make substantial use of Open Learning – indeed was required to do so under the terms of its grant from the European Social Fund. Lesley Saunders' evaluation report refers to problems as well as benefits, and the report is recommended reading for those with a particular interest in using open learning materials with unemployed people in similar contexts.

As other FEU programmes and publications have shown, the development and support of Open Learning systems requires detailed planning and careful strategies for effective implementation.

6.5. SELF-MANAGED LEARNING

Particularly for those concerned with the development of community-based self-help activities, the promotion of self-managed learning groups figured as a prominent aim. Interestingly, however, many other providing agencies – including some further education colleges – also showed an interest in this area. As with Open Learning, experience was mixed.

> *"A group that has been together for one year is the 'Next Step' group. They have negotiated their curriculum with the tutor, arranged trips out, organised functions to raise money to support the creche and gained tremendously in self-confidence. However, when I spoke to them they were convinced they could not or did not want to manage without a tutor. The tutor/student dependency is something often*

difficult to challenge, as it has been a model throughout everyone's schooling." ***[Grassroots Project: Developing opportunities in a rural area (Project No.63)]***

"Unaided group developments by unemployed people themselves have tended to flounder because of lack of skills and resources. Hence, expertise in forming and running groups and sponsorship have become critical." ***[Outreach and Inreach: Colleges and unemployment groups (Project No.17)]***

"The tutor saw her role as facilitator, developing the group members' own skills in running the group, defining goals, drawing up a programme and finding ways to 'move on', whether in terms of personal development, further education, voluntary work or employment.

After a difficult beginning as a floundering self-help group, this project went from strength to strength." ***[Adult Education and the Mentally Ill, Hinckley College (Project No.64)]***

The *Get it Together* project (Project No.50) supported by Leeds Council of Voluntary Service and the Swarthmore Centre was specifically concerned with the promotion of self-managed learning in inner city communities, and appears to have developed an effective methodology for its work.

"AIMS

- *(a) To promote and support the growth of community generated self managed learning activity. The project aims to respond to needs as identified and expressed within the community, encouraging responses based upon collective activity and mutual support.*
- *(b) To involve people who do not normally respond to 'traditional' adult education.*

MAIN OUTCOMES

The project has been able to support and develop groups who have gone some way towards becoming self-managing and independent.

- *(i) Group members have realised not only that they have learning potential, but also that they can teach and share with others, who will value their contribution.*
- *(ii) Participants have become more active in their communities and aware of the opportunities that exist there to share experience and knowledge.*
- *(iii) There is still a great deal of apprehension about formal education and education establishments. However, there is now a feeling among many of the people working with 'Get it Together' that education* **is** *for them, and can achieve positive change in their lives. Their group has changed the* **value** *they place on education and they now feel they have a* **right** *to education on their terms, rather than passively having to accept what is offered to them.*
- *(iv) All participants who are parents have increased their active involvement in their children's education. Talking to children at home, and feeling able to discuss issues with teachers at school.*
- *(v) Group members have gone on to formal adult education classes, found full and part-time jobs, set up their own businesses and embarked on training courses. Much of this being attributable to the confidence they gained from their group."* ***['Get it Together', Leeds CVS/Swarthmore Centre Project (No.50)]***

One of the interesting things about the REPLAN projects programme has been the very wide range of agencies, activities and methodologies involved. At their best the various learner-centred programmes, whether concerned with vocational skills-

based training, or broad-based general education, or development of competence and confidence in community groups, have generated useful experience (and in some cases useful materials) which will be of interest to colleagues engaged in similar activities – and which should also, perhaps, be of interest to colleagues working in quite different contexts. There is considerable scope for cross-fertilisation between institution-based educators and community-based educators, and this has been illustrated in some of the more instructive projects.

On the other hand, there has also been occasional evidence of 'dabbling' in unfamiliar areas of activity, on a somewhat amateurish basis. There are well-tried methodologies in the field of vocational training; there is substantial experience of effective applications in the field of Open Learning; there are carefully worked out methodologies in community education and community development. Any organisation may consider using such methodologies. What is important is that appropriate staff with suitable experience and training are given clearly defined responsibilities and adequate support arrangements to carry out an effective job. Ideally they may also need access to other specialists or consultants in that area of work. In a de-centralised service like the Education Service, however, it is not always easy to draw on best practice elsewhere, or to make contact with other experienced practitioners or experts in the particular field concerned.

7. ASSESSMENT, ACCREDITATION AND PROGRESSION

Assessment and accreditation are often assumed to be of relevance only in the context of formal, institution-based education and training programmes. Indeed some of those working in informal, community-based activities have a tendency to dismiss such things as unfortunate obsessions characteristic of the formal sector. The truth is, however, that assessment of learning needs, learning progress, learning achievements and readiness to make progress in new directions are important in any learner-centred programme which has carefully defined aims and deploys effective methodologies designed to assist participants in fulfilling those aims.

Education programmes are about personal, vocational and/or community development. The nature of and directions for such development are a matter for negotiation between providers and learners. Whether appropriate arrangements for assessment are also negotiated with learners or are substantially dictated by other factors or external agencies will normally be a matter for programme organisers to determine. Beyond that, however, experience suggests that a great many adult learners are both keen to receive some credit for their learning experiences and achievements and aware of external demands for certificates and qualifications – at which point enter certification, accreditation, portfolios, profiles, consortia, moderation, and the like. In programmes for unemployed and unwaged people, as in many other programmes where assessment and accreditation may be significant, the important thing is to ensure that procedures and methods used help to boost rather than undermine the confidence of learners. For this reason they should:

- ☐ be subservient to learning needs and curricular priorities
- ☐ be competence-based
- ☐ provide a realistic assessment of progress, achievement or potential
- ☐ be valued by learners themselves
- ☐ have currency with other education/training agencies, employers, etc.
- ☐ enable learners to build up and 'transfer' credit on a cumulative basis.

Some of the NIACE and FEU projects under review focused on specific aspects of assessment, accreditation or progression. Others make reference to these subjects in the context of wider activities. In terms of innovatory approaches, the use of 'Portfolios' and the assessment and accreditation of prior learning merit particular attention.

7.1. PORTFOLIOS AND PRIOR LEARNING

For adults generally, and for unemployed adults particularly, truly learner-centred education and training programmes need to ensure that both provider and learner are aware of the competences and prior achievements that adults bring with them. This is important in order to make sure that subsequent learning programmes are designed to capitalise on existing knowledge, skills and experience. In addition, it is important in order to make sure that learners gain appropriate credit for relevant prior learning and experience.

Project No.15, carried out under the auspices of Avon LEA Staff Development Unit, was concerned with skills assessment and transition to training and/or employment for unemployed adults. The preparation of personal portfolios figured prominently in the project.

"AIMS

- *(i) to establish facilities for unemployed adults to assess and record their occupational and life skills in the form of personal portfolios;*
- *(ii) to enable unemployed people's current skills to be related to training opportunities leading to new occupational skills;*
- *(iii) to facilitate a process of transition from unemployment to training, and where possible, to new occupational opportunities;*
- *(iv) generally to broaden opportunities for unemployed people based on a clear recognition of their previously acquired skills and knowledge." **[Skills Assessment and Vocational Guidance for the Unemployed (Project No.15)]***

An interim result of Project No.15 was the publication by the FEU of a *Handbook for Portfolio Preparation* (FEU, 1987). The full project report describes the process of development and piloting of portfolio preparation – a process designed to be of particular value to those without many formal qualifications, but possessing useful experience able to contribute to progression in education/training or in employment. It can act as a valuable corrective to selection methods dependent mainly on paper qualifications or personal presentation, as it can provide a substitute for the former and can contribute to self-image and confidence to improve the latter.

Another project concerned with portfolio preparation in a specific context relating to the assessment of 'prior learning' has been conducted on a collaborative basis at Crosskeys and Newport Colleges in Gwent (in association with the National Council for Vocational Qualifications and the IBM UK Trust, Project No.73). 'The aim of the project is to develop a system which enables adults to claim accreditation for relevant previous experience (in and out of work). This process of accreditation can lead to either a full City and Guilds or BTEC qualification by credit accumulation, or credit towards a qualification.'

"ACCREDITING PRIOR LEARNING

Who is it for?

Individuals who have more experience and a greater degree of skill than their qualifications suggest. Often this expertise has not been identified or credited. The A.P.L. process helps evaluate people's experience in terms of nationally recognized qualifications in Catering (C&G 706-1/2), Motor Vehicle Mechanics(C&G 383) and General Engineering(C&G 201 & BTec National).

At the end of the first period of the process we will have worked with the participant to draw out a full portfolio record of experience and skills ... These skills are then examined to check that they match the examining boards' requirements.

What happens if the candidate cannot meet all the requirements?

*We will arrange a top-up programme to suit the candidate. When this has been successfully completed a full certificate can be awarded." **[Accreditation of Prior Learning Project, Brochure (Project No.73)]***

The preparation of portfolios as evidence of current and prior learning also figured in other projects. Project No.34 was concerned with self-advocacy skills for people with disabilities, and was conducted under the auspices of the East Midlands Further Education Council.

"The project aims to:

- *promote staff development in the field of self-advocacy, for professionals working with unemployed adults with special needs;*
- *research how unemployed, disabled adults might maximise their potential by making the most effective use of available opportunities through: the*

development of self-advocacy skills; transferring such skills to new situations; developing a personal portfolio

- *assess the process of portfolio preparation as a tool in the acquisition of self-advocacy skills, and evaluate the use of portfolios as a finished product."* ***[Self-advocacy Skills for People with Disabilities (Project No.34)]***

Project No.29 piloted portfolio-building in the context of a one-year part-time course in Community Work for unwaged people in Newcastle and Gateshead who were active and experienced at working in their local communities. A further intention was to negotiate access to accreditation under the aegis of the local Polytechnic, via presentation of portfolios through the Polytechnic Associate Studentship Scheme (PASS). The initiative was linked to other moves in the Community Work training world designed to secure recognised accreditation for 'learning by experience'.

> *"Experiential learning needs either to be documented within a portfolio which can be presented for assessment, or to be assessed by interview, assignment or exam, performance demonstration or any other suitable mode negotiated between claimant and assessor. This learning might be derived from comunity or vluntary activity, domestic responsibilities, hobbies or interests, adult education courses, work-based training or courses, independent study or many other activities."* ***[Curriculum Development in Community Work for the Unemployed (Accreditation for Adults Within Education, Tallantyre, F.) (Project No.29)]***

7.2. EXPERIENCE IN FURTHER AND HIGHER EDUCATION

In mainstream further and higher education, standard entry procedures to courses often require either prescribed prior levels of attainment and certification or formal arrangements for assessment and/or interview. An unusually large proportion of programmes for the unemployed (particularly those promoted under the REPLAN umbrella) have had either open entry or 'non-standard entry' arrangements.

Project No.5 reviews the development of adult preparatory courses in a college context. The following extracts from pages 12–14 of the project report illustrate the role of formative assessment, summative assessment and assessment relating to work placements.

> *"Learners need feedback on their progress during the course. Each person starts at a different point and level, so each individual's progress is measured against his or her own particular objectives and record of achievement. One aim of the course is to help students correct and improve their own performance without heavy reliance on external assessment. This ability can be of lasting value as it can be applied by students to situations after they have finished the course."*
>
> *"Where work is being prepared for external examinations, the tutor must choose an appropriate system of assessment. Problems of conflict can arise between the tutor's roles as teacher/counsellor and assessor for the examining body. Students can be confused by the change from self-referenced to criterion-referenced assessment. Clear explanation, preparation and guidance are needed."*
>
> *"Assessment on work placements requires more formal control ... The students need to participate in the assessment as they have to make a decision abouta number of possible futures, one of which may involve training or working in the area being assessed. Thus continuous feedback on progress is necessary from the skills teacher, placement supervisors and the course tutors ..."* ***[Preparing Adults, FEU, 1987 (Project No.5)]***

The various problems and experiences analysed in one of the early Liverpool reports on Project No.61 illustrate a number of practical issues and dilemmas within the context of a non-traditional, but institution-based access programme, with

prescibed entry levels, and with assessment of industrial and commercial placements as an additional dimension.

> *"Thirty-four applicants completed the assessment tests which consisted of a Maths Test – to assess the competence of mathematical ability sufficient to proceed to GC(S)E O-level, and an English Test to assess the competence of students to meet the needs of the business environment. Twenty-one candidates were then chosen for interviews ... Out of the twelve places, eleven Black residents were chosen. The twelth place was not filled, as another suitable candidate could not be found in time for the beginning of the course."*
>
> *"The dual emphasis on examinations and continual assessed work developed positive attitudes to continuing learning ... Thus the course assessment provided a useful mechanism whereby staff and students could identify personal strengths and weaknesses and hence develop and extend skills necessary to achieve a level of competence and confidence."*
>
> *"The assessment methods of the college-based content of the course did not integrate with the assessment methods used by companies during placements."*
>
> *"It became evident, as the course progressed, that two sponsors, particularly, felt that performance during placements was the most important indicator in assessing how students realised the aims of the course, particularly the aim of achieving levels of attainment, knowledge and confidence to enter into industry."* ***[Access to Business for Black Adults (Project No.61)]***

Project No.13 describes development of a local training course for tourist guides in the London Borough of Greenwich (under the aegis of Thames Polytechnic), which involved assessment and accreditation arrangements via a specially established local 'examining board'. It was hoped that assessment procedures would be developed which would be particularly tailored to suit the needs of the older local people participating in the training programme.

> *"Five interest groups were represented on the board: the London Borough of Greenwich, Thamesside AEI (Adult Education Institute), Thames Polytechnic, 'Guides to Greenwich' tutors, and the FEU funded research project worker."*
>
> *"The aim of the board is to produce a marketable commodity with the status (of other tourist badges ... If older unwaged people are to participate and [their] experience is to be utilised, then the assessment criteria of the ... London Convention and Tourist Board will have to be reviewed. A different mode of historical research is adopted, using the student's own knowledge and experience of living and working in the borough. The course includes continual assessment with presentations from students' own research. The final examination is primarily practical, also including elements of student research."* ***[Opportunities for the Older Unemployed (Project No.13)]***

Project No.74, while particularly concerned with completion rates and performance indicators in the context of college-based in-fill programmes, suggests that many adults would prefer alternative assessment methods to traditional exams.

> *"Assessment of student achievement usually takes the form of an exam, especially in the case of in-fill courses which are mainly GCSE and A Level. For differing reasons (cost of exam fees, lack of confidence in sitting exams) most of the students would have preferred alternative assessment methods."*
>
> *"Whatever method of assessment is used, it must be borne in mind that there may be unsuccessful students on a successful course, and successful students on an unsuccessful course. Success or failure cannot be measured in terms of one factor alone, but must incorporate a range of criteria. This is of course the principle behind profiling. There is a real need to emphasise that a student who fails to obtain a qualification has often grown in various respects which are properly educational,*

e.g. in terms of social or personal development." ***[Completion Rates and Other Performance Indicators, GLOSCAT (Project No.74)]***

Project No.70 describes the experience of Peterlee College (East Durham) in seeking to develop curriculum and assessment arrangements, based on modular structures, which would facilitate adult access to courses and encourage progression from one level or one area of learning to another.

> *"The essential brief ...* **without increasing resource demands** *[was] to re-design provision so that it met the desired criteria:*
> - *was re-worked into 6-week modules (12–18 hours in length)*
> - *provided certification (a college certificate of achievement or, after completion of a required number of units, access to external certification as appropriate)*
> - *allowed combinations of 'linked' modules to be taken conveniently (e.g. on the same day)*
> - *encouraged progression – either 'linear' through a year or 'lateral' into related areas of study (or both)."* ***[Use Your Loaf: Story of the BREAD project in east Durham (Project No.70)]***

Project No.12, conducted under the auspices of Evesham College of Further education and specifically concerned with analysis of training needs in the self-catering (camping and caravanning) holiday sector, worked on development of an industry-recognised framework for curriculum delivery and certification.

> *"An individual trainee certificate detailing achievements and competencies was designed for each unit. Successful completion of all units would be required for a full award. An industry-led Quality and Standards Panel would monitor these training standards and award the certificates. Trainees would also have the opportunity to acquire City and Guilds vocational qualifications where relevant."* ***[Training for the Self-catering Industry, FEU, 1988 (Project No.12)]***

Though most of us are now convinced that arrangements for assessment and accreditation should not be unnecessarily intrusive, one would normally expect that learners should at least be aware of what the arrangements are!

> *"Some students had no clear picture of what sort, if any, examination or assessment would be set before course completion. It is difficult to speculate how this lack of information arose, but this situation should be addressed by the provision of adequate induction and orientation experiences."* ***[FE, Informal Education and the Young Adult Unemployed (Project No.30)]***

The Docklands SKILLNET programme, which involved a number of different colleges and other education providers, developed an interesting system of local 'passports' recording credits gained on particular short courses, hoping that these would gain currency with local employers.

> *"The idea behind SKILLNET QSI courses as originally conceived...was that they would operate on the basis of modular progression. This would allow trainees to accumulate SKILLNET credits as they completed each separate module or short course ... Credits were to be recorded on SKILLNET passports. These were intended to be promoted amongst dockland employers. Phase I trainees therefore believed they would be in possession of such passports at the end of their courses."* ***[Training and Development: An evaluation of Docklands SKILLNET Quick Start initiatives, FEU, 1989 (Project No.32)]***

However, administration of the passport system proved problematic and a

subsequent decision was taken to link course accreditation to national awards. Here, of course, although the problem of currency might have been substantially resolved, it soon became obvious that not all local courses neatly fitted within the pattern and rules laid down by national schemes – a dilemma with which many are familiar, but one which may conceivably diminish as modularisation of the vocational FE curriculum extends into all areas.

An interesting academic discussion of issues relating to Assessment, Accreditation and Progression, illustrated by experience in the SKILLNET Quick Start Initiative programme, will be found on pages 76–85 of the project report (*Training and Development: An evaluation of Docklands SKILLNET Quick Start initiatives*, FEU, 1989).

7.3. EXPERIENCE IN INFORMAL AND COMMUNITY CONTEXTS

It would be wrong to give the impression that *formal* assessment and accreditation arrangements are appropriate in all learning programmes. Clearly, for many of the community-based activities promoted via some of the NIACE and FEU projects such formal arrangements would be irrelevant. Assessment processes of one kind or another are, however, important in any learning activity; and within the context of REPLAN initiatives attention to arrangements for 'progression', in its widest sense, are particularly important.

Progression within self-managed learning groups of the sort promoted under the auspices of the *Get it Together* Project (No.50) in Leeds was perceptible in terms of programme development, quality of learning and effectiveness of group organisation. Personal, educational and vocational progression may also be evident – though the nature and direction of educational progression can present particular problems where formal education and training agencies are unable to offer comparable scope for negotiation and self-management.

> *"Group members have gone on to formal adult education classes, found full and part-time jobs, set up their own businesses and embarked on training courses. Much of this being attributable to the confidence they gained from their group."*
>
> *"The group were successful in persuading the Local Adult Education Centre to run a 'fresh start' course at the nursery. The staff running the course, however, were not qualified or able to 'teach' subjects the women had asked for. The group tried to negotiate on this with the Head of Adult Education at the centre, but in the end had to accept a compromise ... This is a very practical example of one of the major issues to have come from this work: where do people go next? Will the educational establishments or employers they move on to have a positive response to the confidence and critical capacities group members have developed?"*
>
> *"Where do they go? These groups are giving the people in them confidence and self-respect which may well lead them to further education, where their confidence and self-respect will be undermined again. The only place for them to go ... is back into an education system which most of them first rejected at twelve years old, and have gone on rejecting it ever since." [**Leeds CVS/Swarthmore Centre 'Get it Together' Project (Project No.50)**]*

Project No.68, involving member institutions of the Open College of South London (OCSL), has been particularly concerned with 'bridging the gap' between community groups and community-based activities for black people, on the one hand, and local adult and further education institutions on the other. It is hoped that bridging courses and new progression routes into the formal education system will facilitate improved black access to the provision and resources of OCSL agencies.

Project No.67 also looked at the question of a 'first step' which might help to bridge the gap between community-based and institution-based provision, and sought to develop progressive routes into and through a broader range of educational opportunities.

"In the long-term there are two main aims:

- *1. To develop and promote the concept of a county wide 'first step' level of education, outside the formal education provision, that functions as a stepping stone into the whole range of formal learning opportunities.*
- *2. To encourage adults to make more use of educational opportunities and facilities in a wide and creative way, in order to help meet their own needs."*

"Beyond that vitally important 'first step' into adult learning, what are the potential routes through other educational opportunities? What can be done to ease movement through the system?"

*"In Monmouth the group that completed a course are using their skills to develop the Tenants' Association, which is acting as a mediator between the community and the Leisure Centre in negotiating further adult education provision, for themselves and others on an isolated underserved estate." **[Stepping into Education Project, Gwent (Project No.67)]***

Project No.37 was concerned with development of curricular strategies in provision for people with mental health problems. Within its curriculum development check-list appears the following section, giving emphasis to the significance of self-assessment and the importance of 'progression':

"ASSESSMENT AND ACCREDITATION

- *(1) Objectives for progress are individualised.*
- *(2) Constructive self-assessment is preferable to externally-imposed assessment, using approaches, e.g. Accreditation of Prior Learning.*
- *(3) Consideration is given, where appropriate, to accreditation through the Open College.*
- *(4) A sense of progression is established through organising the educational provision into distinct phases or modules.*
- *(5) Liaison is organised with other providers to assist progression."*
  [Education for the Mentally Ill (Project No.37)]

7.4. TRANSITION AND PROGRESSION

7.4.1. TO EMPLOYMENT AND WORK

The education system has been commonly criticised for having insufficient contact with the world of work. The preference in some quarters for employer-based or industry-led training schemes as opposed to education-based schemes derives partly from this view. Particularly in the case of programmes involving promotion of opportunities for the unemployed it is most important that education providers can demonstrate their effectiveness in helping to facilitate the transition from education to employment – where oportunities for employment exist. A number of factors are important in this context:

- ☐ the appropriateness of learning programmes in relation to work opportunities and employer requirements
- ☐ the attitudes and actions of teachers and tutors in encouraging positive approaches to job search skills and activities
- ☐ the effectiveness of liaison and collaboration with job market agencies and employers
- ☐ provision of relevant bridging and orientation courses and arrangements
- ☐ the effectiveness of vocational guidance provision.

The RESTART programme of the former Manpower Services Commission, though controversial in several respects, was particularly concerned with processes which might facilitate transition from unemployment to work or training, or other useful

activity. Project No.31 looked specifically at the potential role of education agencies in supporting the RESTART programme.

Project No.13, organised under the auspices of Thames Polytechnic, focused on the needs of long-term unemployed people in the 50-plus age-group and the complexity of transitions from paid work to unemployment, from unemployment to education and from education to alternative income-generating and creative activity.

> *"A further issue is raised by the experience of the [older trainee tourist] guides once the course had finished and they began to seek employment. This is the problem of how education courses can prepare people for the experience of acquiring financial remuneration for their skills, particularly where the intention is to achieve self employment or start up small businesses. The problems which beset the Greenwich Guides Association imply that attention should be given to ensuring a smooth transition between the relatively protected environment of gaining a qualification, and the means of using this for earning power in the reality of the business world."* ***[Opportunities for the Older Unemployed (Project No.13)]***

Project No.20 conducted by the University of Nottingham, following an initial survey of graduate unemployment, analysed existing 'bridging' programmes designed to facilitate transition from university to employment, and undertook the development of relevant curricula and materials (including a distance learning pack) aimed at assisting this particular kind of progression.

> *"The problem of graduate unemployment should not be treated ad hoc. In a market economy it is unlikely ever to be eliminated completely nor its severity measured precisely and accurately. If it is regarded as an ever present problem, its worst effects may be overcome. This may be achieved partly through the preventative devices of integrated careers education, together with encouragement of transferable, personal skills, and partly by the erection of a safety network of short transition and conversion courses. These should be varied, and flexible enough to respond to the needs and requirements of the economy."* ***[Unemployed Graduates: A wasted national resource, Morgan, W. and Scott, N. University of Nottingham Department of Adult Education, 1987 (Project No.20)]***

7.4.2. PERSONAL AND EDUCATIONAL PROGRESSION

However, when we talk about 'Progression' in the context of REPLAN activities we are talking about a much wider concept than transition from education to employment. Project No.74, which was concerned with performance indicators within the context of a college in-fill programme for unemployed and unwaged adults, identified several 'indicators' which might help learners make progress in a number of different respects. In addition to improved employment prospects these indicators included achievement of qualifications, increased knowledge and competence in specific areas, development of positive attitudes towards further study, increased personal confidence and optimism. A number of other projects illustrate how these and other factors enable unwaged adults to move forward progressively on the basis of their initial learning experiences.

> *"It became apparent as the weeks went by that what the women lacked most was confidence in their own abilities and skills; however, simply by being with each other in a close-knit caring group situation, all have become much more confident and positive about themselves. As a direct consequence of this new found confidence two of the women decided to go to the Carnegie Unemployment Centre to learn typing and computing – skills which they hope to use in future employment. Two others took up the opportunity of learning basic car maintenance*

and childcare via the Open Learning method; all have presented new and invigorated challenges." ***[REPLAN Open Learning Enterprise (ROLE), West Cumbria (Project No.53)]***

"The directions that students take are usually in the restricted fields of occupational choice – entering areas of work that they had previously not considered. However, for some there is a real change in direction of their lives and in their assessment of what constitutes a valuable use of their lives:

'I've really changed my views about what it means to be unemployed. I thought a lot as I went through the year and I began to wonder what it was all in aid of. I began to lose my motivation to take the qualifying exams (although I passed them). I finally set up a support group for the unemployed, and it's thriving. I used to come down here four times a week and it really gave me a sense of purpose. It gave me the chance to think myself out of the situation I was in.'

Whether this shift into the field of voluntary work is seen as a success in terms of finding a purposeful role outside the traditional realms of paid employment or whether it is an example of community-based self-help, such outcomes appear likely in a scheme that allows such a degree of free space for personal re-assessment." ***[Evaluation of Alternative Programmes for the Unemployed (Project No.7)]***

Project No.35, managed by the University of Lancaster, has been specifically concerned with the uses made by unemployed adults of (three) Open College Federations, their patterns of enrolment, progression through open college courses and subsequent educational and other routes (distinguishing between Educational Progression, Vocational Progression and Personal Progression). Open College Federations and similar consortia providing inter-related modular courses for adults – at a number of different levels, across a range of subject areas, and involving a combination of adult, further and higher education agencies (in curriculum delivery and accreditation arrangements) – appear to offer special advantages when it comes to encouraging educational progression.

However, the project also paid particular attention to barriers that have hampered the progression of students from Open College Federations to further study elsewhere, by asking tutors to indicate their awareness of barriers which had affected students known to them.

"The responses were as follows:

	Number (55)	*%*
1. Unable to obtain a grant for full-time study	*22*	*40*
2. Choice of further course not available locally	*18*	*33*
3. Family responsibilities hamper further study	*38*	*69*
4. Pressure from the Unemployment Benefit Office, Jobcentre or DSS to obtain a job or join a scheme	*35*	*64*
5. Lack of creche facilities hamper further study	*40*	*73*
6. Financial problems (other than lack of grant)	*11*	*20*
7. Choice of further course cancelled	*4*	*7*
8. Lack of a student counselling and guidance service	*5*	*9*
9. Normally, I'm not aware of student progression	*2*	*4*
10. Other	*13*	*24*

Thirteen respondents added 'other' barriers and these included loss of motivation, lack of self-confidence, expense (travel, books), male spouse unsupportive, depression, risk of vandalism if home left empty. It will be noted that the main barriers to progression were:

lack of creche facilities: 73%
family responsibilities: 69%
pressure from UBO, etc.: 64%

The lack of finance is also a significant barrier, as numbers 1 and 6 indicate."

"There was [also] a view that stronger links could be forged with employers in order to identify progression routes for students and to identify the needs of employers for skilled staff, and to inform employers about the aims, structure and role of Open Colleges.

Consideration might be given to a number of ways in which the progress by unemployed students (and others) could be facilitated:

- *stronger links with employers*
- *more vocational courses*
- *an accreditation structure to aid progression*
- *careers guidance and tuition in job-search techniques*
- *open learning to provide more flexibility." **[Progression of Unemployed Adults in Three Open Colleges (Project No.35)]***

It seems that many Open College Federation programmes are also weighted predominantly on the arts and social sciences side, with relatively fewer courses and students in the field of science and technology. The scope for progression via these programmes, therefore, is likely to be rather one-sided.

Although the number of open college consortia is growing, there are still several areas of the country without such arrangements. Here other forms of liaison and co-operation may be necessary to facilitate educational progression (see also Section 3.4. on Collaboration).

*"Where ... provision is based in different institutions, progression will be greatly facilitated if there is close collaboration between them – for instance, between adult-education and further-education." **[Adult Unemployment and the Curriculum, FEU, 1985 (Project No.11)]***

8. EVALUATION, INTEGRATION AND STAFF DEVELOPMENT

The problem about dealing with evaluation in a section near the end of a report is the danger of giving the impression that monitoring and evaluation are optional luxuries, nice when you can afford time and money for them. The reality is quite different. Evaluation has to be a key element in any effectively organised programme – integrated into all planning and implementation activities. It is not something special which is only relevant for special development projects.

The other two subjects included in this section, Integration and Staff Development, are similar. There has to be a serious concern that education for the unemployed should not appear as a bolt-on extra in further and adult education. To avoid the marginalisation which has been characteristic of much educational provision for adults, it is important to look for strategies and structures which will help to ensure the integration of REPLAN programmes into mainstream arrangements for budgeting, organisation and staff development. Staff development itself also constitutes a crucial element in circumstances where innovative approaches are being introduced, organisational change is in the air, and existing staff are being asked to take on new tasks and adapt to new roles.

8.1. EVALUATION AND MONITORING

Some of the NIACE and FEU development projects were themselves specifically concerned with evaluation of other project activities or local provision.

Project No.18 was effectively an evaluation of existing Access courses in maths, science and technology. Project No.32 produced a systematic evaluative report on Docklands SKILLNET Quick Start Projects. Project No.40 consisted of an evaluative study of local use of some of the Open University's *Working it Out* materials. Project No.74 was concerned with evaluation of local college provision for unemployed people in relation to completion rates and performance indicators.

Both the FEU and NIACE have also commissioned specific evaluation exercises focused on their REPLAN activities (Project Nos.23 and 59), and in the former case the published report of Project No.23 gives details of an evaluation of many of the FEU development projects reviewed here. Both agencies have emphasised to managers of their development projects the importance of monitoring and evaluation, and a number of projects have come up with useful ideas and observations on the subject.

Generally speaking, however, evaluation has not in the past been a strong feature of further and adult education provision. It is something which must now receive higher priority.

> *"With regard to ... the monitoring of progress and the continuous evaluation of progress towards the achievement of objectives – we did not find many projects which were exemplars of good practice. Only in five projects did we find examples of self-monitoring..."* ***[An Evaluation of the FEU REPLAN Programme, FEU, 1989 (Project No.23)]***

The report from Stockton-Billingham Technical College on *Supporting the Unemployed in Further Education* (Project No.19) gives considerable space to the discussion of practical issues relating to implementation of evaluation strategies. The context is a college context and the terminology used reflects that context. The principles, however, have far wider application.

"The concept of evaluation involves measuring the value of a course or programme against stated aims and objectives. Anyone attempting to evaluate provision for the unemployed would need to set out clearly what the aims of that provision were before they could begin to make judgements on its effectiveness."

"This raises fundamental questions about the 'Values' of a particular programme and about what constitutes an effective course for the unemployed."

Aims do not necessarily remain fixed and may need constant re-appraisal in the light of course reviews. Some objectives are set by the particular demands of a specific course (e.g. in Numeracy – competence in basic maths). They are also set by the unemployed students on the basis of their motivations and needs. Effectiveness means first meeting those needs."

"The process of evaluation involves a series of questions asked at the right time, for which college staff, as evaluators, should be able to furnish answers."

"The following table ... outlines possible stages of the evaluation process:

- *Why evaluate?*
- *Who should evaluate?*
- *Who is the evaluation for?*
- *What are the aims and objectives?*
- *What do you want to evaluate?*
- *What sort of evidence will be relevant and acceptable?*
- *How will you collate the evidence?*
- *How will you analyse the evidence?*
- *What will you do with the results of the analysis?"*

" The evaluation of course delivery can identify:

- *the strengths and weaknesses of the course;*
- *the extent to which the course is relevant to the needs of the students and is responsive to them;*
- *the effectiveness of teaching methods and materials;*
- *the possible need to develop new courses;*
- *the staff development issues for teachers on the course."*

"To what extent were the outcomes of the course positive for the unemployed who participated? Outcomes in this sense include five main areas on which evaluation could focus:

- *progression to employment;*
- *progression to new education and training opportunities;*
- *growth in personal effectiveness;*
- *development of vocational skills;*
- *gaining qualifications;*
- *the development of transferrable core skills." [**Supporting the Unemployed in Further Education (Project No.19)**]*

The report goes on to distinguish between two types of evaluative evidence: quantitative and qualitative.

QUANTITATIVE EVALUATION

Quantitative evaluation is concerned with measurable elements relating to market research, programme design, programme delivery and programme outcomes. These might include:

- ☐ enrolment statistics or equivalent
- ☐ attendance and completion statistics
- ☐ drop-out rates
- ☐ reasons for leaving

- ☐ attainment levels and qualifications obtained (where relevant)
- ☐ post-programme destinations
- ☐ costs per learner/participant
- ☐ staff/student ratios (or equivalent).

The (correct) belief that quantitative data do not themselves necessarily give an accurate picture of programme effectiveness or quality of learning should not deter one from collecting and monitoring such information on a systematic basis. Quantitative information forms only part of the picture: in some cases a small part, in other cases a large part, but in virtually all cases an important part. Wherever possible, therefore, it is desirable to incorporate arrangements for recording useful information within the everyday systems and routines of the organisation or activity concerned.

QUALITATIVE EVALUATION

Unemployed and unwaged adults, programme organisers, course tutors and group leaders all have experience – and observations about their experience – which can be tapped to provide feedback on many aspects of programme effectiveness. Finding ways of gaining access to this potential evidence may present something of a challenge.

Some suggested ways in which useful evidence can be generated and recorded are via:

- ☐ systematic noting of incidental and anecdotal information
- ☐ keeping of regular staff diaries and/or course log books
- ☐ organisation of group induction sessions, periodic reviews and final review sessions when participants' expectations, motives, problems and achievements can be mutually identified, noted and explored
- ☐ tape-recording of student discussions
- ☐ requesting feedback from 'class committees'
- ☐ formal or informal interviews with participants, or use of tutorials
- ☐ completion of evaluation sheets or questionnaires by participants during and/or after completion of the programme
- ☐ writing up of brief course reports (or equivalent) by tutors
- ☐ tutors' meetings and formal/informal discussion.

> *"STRUCTURED DISCUSSIONS*
>
> *Students can be given a small number of questions or statements about the course and asked to discuss them, in small groups. They can also be asked to produce recommendations for future courses. Although this takes time out of the course, it is possible to present it to students as an opportunity to practise group discussion and decision-making skills."*
>
> *"TAPED DISCUSSIONS*
>
> *Although students are wary of tape recorders and microphones at first, they soon become less self-conscious and able to produce a useful record of their opinions in a less restricted form than questionnaires. Tape recorders can be used in several ways:*
>
> - *simply to record the evaluation discussion in full;*
> - *to record the discussion with the understanding that if they do not want to record any part they can turn it off;*
> - *as a means of making a collective statement after an initial period of working out what they want to say.*
>
> *All of these require considerable skills on the part of the students if the tapes are to be useful to tutors. Good equipment should be used and students split into smaller*

groups so that everyone has the opportunity to speak. The evaluation tapes, or typed extracts, can be a valuable source for tutor training.

CLASS COMMITTEE

This can be used as a forum for students to discuss aspects of the course and raise problems or criticisms. It may be appropriate for tutors not to be present during class committees so that students can feel able to raise questions about the course.

INFORMAL FEEDBACK

Tutors should be sensitive to the informal conversations that take place during coffee breaks and lunch periods. Students often feel able to say things about content or methods in an informal way that they would not feel confident of expressing in front of the whole group.

TUTORS' MEETINGS

Since 'Second Chance to Learn' courses are not usually planned in detail before the course starts, it is possible for tutors to discuss progress and make alterations during their regular team meetings. Giving feedback on each other's sessions is an effective source of evaluation that can improve the quality of teaching.

TUTORIALS

Where students receive regular tutorials they will usually include some discussion of the course-day. Tutors can then feed this information back to the tutor team for discussion and comparison with the comments of other students."
[Second Chance to Learn, FEU, 1988 (Project No.10)]

From these and other sources anecdotal evidence may often be available in abundance. The important thing about subjective anecdotal evidence is to sift it carefully, looking both for cumulative patterns as well as for significant individual comments. Qualitative evidence of this kind can provide direct testimony about the learning experiences of unemployed people; the value they place on particular aspects of the programme; how self-confidence has been helped or hindered; their reactions to particular teaching and learning approaches; their problems and their need for support services; and to what extent newly acquired skills are being applied elsewhere in relevant contexts.

Specific discussion of questions relating to organised arrangements for assessment and accreditation and the monitoring of 'progression' has been incorporated in Section 7.

"Whatever the policy regarding individual assessment, there is a need to make more efforts to monitor the effectiveness of the programme as a whole.

There is sometimes reluctance on the part of teachers to participate in an evaluation of the teaching/learning process, because they interpret such an activity either as a negative judgemental one which questions their professional competence, or as an interference in the teacher/learner relationship, under-mining the process of confidence-building." ***[Adult Unemployment and the Curriculum, FEU, 1985 (Project No.11)]***

Programme managers are concerned about evaluation because of the need to use resources 'efficiently' (i.e. optimise processes and outputs in relation to given inputs), and to monitor the scope for improving efficiency by deploying staff and other resources in alternative ways. Tutors and group leaders may not necessarily feel a personal reponsibility for the monitoring of EFFICIENCY. However, teachers, learners and managers alike should all have a direct interest in the monitoring of EFFECTIVENESS – the extent to which their objectives and expectations have been achieved.

Evaluation is important because it is only by accurately appraising the effectiveness of all aspects and stages of provision that programmes on offer can be adjusted in ways which will more closely relate to learner needs. Evaluation must rate a higher priority than has previously been the case in some REPLAN projects and activities. It is not appropriate to argue that evaluative arrangements interfere with sensitive relationships between teacher and learner or between learner and learner. The challenge is to identify procedures and methods which will strengthen confidence and relationships.

8.2. INTEGRATION

Those responsible for promoting education and training opportunities for unemployed and unwaged adults have a number of concerns which broadly relate to the theme of integration. In circumstances where evaluation has confirmed the importance and effectiveness of new approaches and new developments, they are concerned to ensure:

- ☐ that adequate arrangements are made for innovatory provision to survive and flourish in the longer term
- ☐ that provision for unemployed people is not 'ghettoised' within or outwith programmes and institutions
- ☐ that provision for adults (as compared with traditional provision for 16-19 or 18–21-year-olds) comes to be recognised as an integral part of normal mainstream provision
- ☐ that new learner-centred approaches being developed within REPLAN and other development programmes should help to bring about permanent structural changes in the way that educational provision and institutions are organised.

It would be unrealistic to pretend that all projects were a great success and will have a lasting influence on the pattern of educational provision for adults. In a real world situation there are projects which fail in their own terms and seem best forgotten. There are projects which fail, but whose experience helps to steer things in new and useful directions. There are projects which are successful in anyone's terms, but which fade away because no one seems able to reorganise resources or priorities to capitalise on the initial investment of effort. There are projects which are successful in their own terms, and whose achievements are creatively embedded in continuing provision. There are projects which have quite unexpected outcomes and lead to changes which no one initially planned, or even felt to be desirable.

> *"We have only limited solid information on the local continuity and effect of projects, that is to say, the extent to which the local authority, host institution and neighbouring colleges will continue to maintain an FEU REPLAN course or strategy, will adopt its project recommendations, or will be changed by the outcomes."*
>
> *"Nevertheless, the signs look good in many cases. What seems clear is that the outcomes in terms of local continuity, effect and transferability may not be what the FEU expected or the project information bulletin predicted." **[An Evaluation of the FEU REPLAN Programme, FEU, 1989 (Project No.23)]***

8.2.1 THE CONTINUATION FACTOR

Special initiatives, particularly when they are experimental in nature, almost invariably face a crisis when they begin to approach the end of the first phase of limited term funding. Many of the development projects sponsored by the FEU and NIACE generated programmes and activities meriting support under longer term funding

arrangements. However, it is rarely easy in a time of financial stringency in the public education sector to arrange for automatic absorption of externally-funded short-term projects into the mainstream budget. Several projects experienced difficulties in this respect.

One project which seemed likely to have some success with one of its most interesting developments was Project No.8 based in Birmingham, which had helped to establish an area-based inter-agency Staff Training and Development Group. At the end of the project it seemed possible that responsibility for the group would be taken up jointly by the local college and the local structure of the LEA, both of which recognised the value of this kind of cross-service venture.

The problems of continuation and transition can be even more complicated when continuation funding has to be negotiated with third party agencies. The Moira project (No.57), for example, which helped to promote information technology-based activities in an area of mining decline in Leicestershire, seemed likely to be dependent for continuing funding on the County's Economic Development Unit. In such circumstances it becomes necessary to produce evidence not only that the activities concerned were meeting vital educational criteria, objectives and needs, but that they were also contributing to the required (in this case economic development) objectives of the third party.

Project No.19 based at Stockton-Billingham Technical College illustrates another aspect of integration and continuity – within an educational institution – highlighting common structural ambiguities in relations between an institution and its departments and referring also to the problem of temporary project teams.

> *"The Principal and the Vice Principal identified the college as responding to the local needs of individuals, industry and commerce. The HODs had a departmental view of those groups defined in terms of their course specialisms. They may share the same broad definitions as the Principal but they made a clear distinction between college provision and departmental provision. This can mean that both levels of senior management allocate responsibility for the unemployed community to each other.*
>
> *'We're not averse to presenting packages but I think it is a college role rather than a departmental role.' (HEAD OF DEPARTMENT)*
>
> *This has meant that special initiatives have developed outside the existing departmental structure and have been run by 'temporary' teams. The teams that were created were in existence only while an initiative lasted. Once funding disappeared the staff reverted to departments and the college lost the benefit of the collective experience of that team."* ***[Supporting the Unemployed in Further Education (Project No.19)]***

8.2.2. THE INTEGRATION FACTOR

> *"Particularly in large institutions – such as FE colleges – there is an ever-present danger with 'special initiatives' that in the eyes of some staff, and ultimately in the eyes of learners themselves, such projects may become marginalised and seen as peripheral to the mainstream or 'real' work of the institution."* ***[Adult Unemployment and the Curriculum, FEU, 1985 (Project No.11)]***

The practical problems of integrating special provision with mainstream provision, older students with younger students, and unemployed people with other learners can be considerable. Experience from Hinckley College in Leicestershire illustrates problems of integration via in-fill (in both directions) and of separate provision in an 'Alternative Programme'.

> *"The arrival of a number of mature adult unemployed [people] within the college poses specific challenges within the classroom ... This ... was particularly marked in mixed groups of 'traditional' students and unemployed people. Some students saw the unemployed as not serious – particularly in cases where thay joined courses*

well into the academic year – and a sense of resentment was reinforced by the fact that the unemployed students were heavily subsidised in terms of fees. The tensions resulting from these attitudes clearly create difficulties in 'mixed' classrooms."

"'We tended in the first year to work as a mature group, but now we're all mixed in together. We have young kids in with us now and they tend to mess about; it's a bit like school really. I get a bit fed up with it. The other thing is they seem to resent the fact that we don't pay the full fees, even though they are the ones who hold us up. I suppose it's just that the old and the young don't mix all that well.'

The issue here of integration of the adult student group can be clearly seen and the specific concern over differential fees is given a human dimension."

"Elsewhere in the college the separate identity of the Alternative Programme was emphasised ... and programme students were interpreted as having a privileged position in the college, able to claim lower fees, free examination entry and subsidised access to a creche. They were seen to be able to operate groups at numbers below those acceptable in the established sector. This issue of disparity of treatment became particularly acute where full fee-paying students infilled into Alternative Programme courses."

*"What is most important about the above observations is that members of the Alternative Programme can be seen as being unfairly privileged within the college, handled with cotton wool. Ironically, in this sense, the socially disadvantaged are transformed into the advantaged." **[Special Provision for Unemployed Adults, Hinckley College (Project No.7)]***

Project No.24 at Sandown College in Liverpool was concerned with giving black unemployed people access to mainstream provision and tackling the problem of their marginalisation.

*"The objectives of the project taken as a whole were to move the provision for black people in the college from its marginal place to a more central position. The project was to be about changing the awareness about and structure of provision. The intent was that first steps were to be taken to ensure that racial minorities were no longer excluded from the mainstream of vocational further education." **[Further Education for Unemployed Black Adults (Project No.24)]***

The Hinckley College project on *Adult Education and the Mentally Ill* (Project No.64) looked particularly at appropriate provision for people recovering from mental illness and laid special emphasis on integration with mainstream provision (in the overall context of 'Care in the Community' policies). The project also conducted a survey of local education authority policies in this field, which revealed a complete absence of policy or structure in the majority of authorities.

8.2.3. THE INSTITUTIONAL FACTOR

One or two projects were specifically concerned with the formation of recommendations on structure and policy in particular sectors. Project No.72, for example, put forward a number of proposals to the University of Liverpool, including suggested new structural arrangements for dealing with adult students.

"We recognise and applaud the good sense of the Academic Plan when it states that the University is simplifying its procedure for mature students with non-A-level qualifications and is also encouraging more flexibility in the recognition of A-level equivalences ... However, as has happened in the past, on a Departmental level, the implementation of policy does not necessarily match the will of the University. [One reason] for this ongoing problem [is] lack of a precise and workable system or mechanism to facilitate the implementation of a clear policy and ease the often difficult transitional period between traditional and new practice."

"There needs to be a mature student advice and support Unit ... The Mature

Student Unit should deal with the needs of existing students, also carry on outreach work and strengthen existing liaison with Colleges, individuals and Community Education groups. We see this as part of the function of the Mature Student Unit to set up communication networks between the University, its Departments, individual academic staff, the aforementioned educational establishments and educational groups." ***[An Active Resource for its Host Community (Project No.72)]***

Project No.76 examined the potential contribution of the further and adult education sector to the Department of Employment's Employment Training (ET) initiative. Here we are talking about the need to assess the desirability, the feasibility and the possible shape of new arrangements for educational provision designed to meet the expressed needs of unemployed people AND the criteria of a major government-sponsored national training programme. The issue was undoubtedly complicated by the controversial nature of ET in its early stages. However, for further education providers wishing to use the initiative as a vehicle for the promotion of worthwhile training opportunities for longer term unemployed adults, the report from Project No.76 (*Further Education and Employment Training: A quality response*, NIACE REPLAN, 1989) offered useful advice on principles, practice and procedure. The report ends with an audit checklist designed to help institutions:

- ☐ identify existing relevant experience
- ☐ identify suitable staff and resources
- ☐ identify gaps in their expertise
- ☐ plan a strategic response.

Several other projects highlighted the need to re-consider policies, structures, procedures and/or patterns of management, if adequate arrangements are to be introduced for unemployed and other adult learners – and for genuinely learner-centred, flexible approaches to programme planning and implementation.

"The findings of the research emphasise the importance of learning opportunities for adults which range across the vocational/non-vocational spectrum, the need for change in college recruitment procedures, timetabling, support systems and fee structures, and the adaptations needed in classroom practice to accommodate unemployed adult students." ***[Special Provision for Unemployed Adults, Hinckley College (Project No.7)]***

"The client group which Open Door [a college 'in-fill' programme] addresses cannot be treated as homogenous, nor as competent or confident to fit in easily to the pre-existing college machinery. There are special needs which must be anticipated if a serious attack on skilling the unemployed is intended. There is little evidence that the college structure has changed to adapt to Open Door, though of course there are examples of dedicated and sensitive practice by some college staff. What these staff achieve is against the odds of managerial design, and within a complex undercapitalised institutional structure." ***[Completion Rates and Other Performance Indicators (Project No.74)]***

Although it would appear that a number of projects stimulated educational providers to give more thought to their arrangements for unemployed people and also highlighted some of the practical organisational issues requiring attention, evidence of the specific formulation of policy was not abundant – though further progress has presumably been made in the intervening period.

"While colleges recognised a general duty to cater for all sections of the community, only one had evolved a clear, stated policy of commitment or intent, whereby a

significant shift in the allocation of resources could be effected in favour of the unemployed." ***[Anxious to Work, FEU, 1987 (Project No.9)]***

Small-scale, community-based initiatives often see themselves as having little leverage when it comes to influencing the larger organisation with which or within which they work. However, in a climate where all providers are becoming increasingly aware of the importance of attracting new clients we are seeing a greater willingness to be responsive to new patterns of need and new demands than has sometimes previously been the case.

"We have not been able to influence Local Authority policy or practice on informal learning. This is mainly because the project did not have the staff resources to take up this work effectively. However, statutory workers have been supportive and influenced by the work; informal learning is no longer a utopian mystery to them!

The benefits of such an approach have been acknowledged by social workers, health visitors, library staff and nursery teachers as well as youth and community work staff. We hope they, along with adult education workers, will continue to promote community based education groups and find a place for them on the educational agenda in Leeds." ***['Get it Together' Leeds CVS/Swarthmore Centre Project (Project No.50)]***

"I've been impressed by the way in which the project has developed, particularly in the way in which it has begun to influence policymakers in the Polytechnic, the College of Arts and Technology and the local authority. I think one of the main strengths lies in the way in which the management is multi-ethnic and by unwaged people themselves." ***[Adult Learning Federation Project, Newcastle upon Tyne (Project No.66)]***

In seeking to influence the policy and practice of mainstream providing agencies many of the special projects reviewed in this report had the opportunity of including senior staff and decision-makers in their advisory or steering committees. Those responsible for working in everyday local programmes do not necessarily have this kind of opportunity. Nevertheless, it is important to look for ways of using such committees and similar bodies as may exist, and of acquainting senior managers and policy-makers both with the nature and importance of provision for unemployed people.

Many projects promoted under the NIACE umbrella sought to establish collaborative networks of local providers as a means of both drawing on a wide range of expertise and resources, and as a means of influencing the various organisations concerned. Several of these projects also had the added advantage of being able to make direct use of the interest and efforts of REPLAN regional field officers.

"The most common permanent change aimed at was the establishment of collaborative networks of local providers. Of the 26 'fresh start' projects, fifteen mentioned these as either the main or one of the intended consequences of their work. Field Officers gave a high ranking to networks in fostering project proposals from their region."

"In practice, projects opted for a wide range of means of encouraging change and influencing policy. A number of variables seemed to be at work in determining the nature of the approaches finally used, including the role of the Field Officers and the resources that they made available to projects; the degree of interest and commitment shown by managers in sponsoring and host organisations; the involvement of decision-makers and crucial 'gatekeepers' in advising or governing the project; the capacity of project sponsors and staff to inform and involve through ongoing dissemination; and the personal styles and organisational location of project staff." ***[Evaluation: NIACE/REPLAN Phase II Projects Programme (Project No.59)]***

When the report of Project No.45 becomes available (FEU Project RP 523 on *Institutional and Organisational Change*) other significant factors may also be brought to our attention.

In the meantime Project No.43, *Challenging the HE Curriculum*, which has examined the (limited) impact of Access courses and students on higher education institutions and the higher education curriculum, reminds us that much pioneering change depends on the initial efforts of enthusiastic and committed individuals.

> *"All institutions are aware of the need to broaden admissions in response to government policy and demographic pressure. In addition, some polytechnics had responded to local authority equal opportunity initiatives. Committed individuals remained the most successful agents for such changes at the departmental level and their actions often preceded and promoted institutional involvement in all places studied."* ***[Challenging the HE Curriculum, Access Students in Higher Education (Project No.43)]***

8.3. STAFF DEVELOPMENT

Staffing and staff development represent the human aspects of institutional structure, management and change. Both NIACE and the FEU have a major commitment to work in the field of staff development – much of it falling outwith the range of development projects reviewed here.

Some of the activities described in earlier sections of this report and some of the learning needs associated with particular target groups call for new approaches on the part of existing teaching staff, and/or new kinds of staff to deal with demands which have previously been inadequately met, and sometimes ignored.

8.3.1. STAFF DEVELOPMENT ISSUES

Many of the projects under review looked at staffing and staff development issues. Project No.8, which was concerned with the expansion of educational provision for unemployed adults in Birmingham, paid particular attention to practical aspects of staff development. One of the important features of this project was the establishment of an inter-agency Staff Training and Development Group.

> *"The careful recruitment and selection of staff for developmental work with disadvantaged groups is important. Not everyone can appreciate the nature of students' lives and expectations or can work sensitively with them."*
>
> *"Support to staff engaged in this work is crucial. Working with disadvantaged groups can leave people somewhat isolated and, if they are not supported and encouraged, they can feel undervalued and anxious. The work needs to be accorded a proper status."*
>
> *"It is vital that work with the unemployed is seen as an integral part of the work of the institution and that all staff understand this."*
>
> *"Note needs to be taken of the part-timers' needs particularly. Until we find the money to include their training in their workload, there can be little real expectation that they will undergo training at the same time. The delivery of a flexible service in a rapidly changing world depends, to some extent, on the employment of part-time staff. This applies equally to colleges and adult education. Failure to recognise this in hard cash terms is likely to affect work with unemployed adults."*
>
> *"Staff felt vulnerable in the face of their responsibilities. This applied, for instance, to centre heads who had held meetings in their own time to discuss curriculum development problems and practicalities. Lecturers in the College also felt vulnerable in that they carried a burden of responsibility towards their students and the College without any concomitant share in the decision-making processes*

which related to their responsibilities. Where opportunities existed for staff to set objectives in consultation with colleagues and line managers this was felt to be supportive and a training in itself, provided proper review was undertaken. A number of workers felt that, in addition to objectives relating to the tasks, personal appraisal would be a support. This was rarely found to be undertaken on a regular basis."

"There was an appreciation throughout the survey of the difficulties of arranging training around work commitments and of the costs involved. On the whole the most keenly felt need was for opportunities to meet and learn from colleagues in similar developing areas of work." ***[Listening To You ... Listening To Us, FEU, 1987 (Project No.8)]***

The extracts above draw attention to the importance of:

- ☐ selecting appropriate staff for work with disadvantaged groups
- ☐ providing special support for staff working in relative isolation
- ☐ ensuring that staff working with the unemployed enjoy appropriate value and status
- ☐ finding time and money to provide training and support for part-time staff
- ☐ seeking ways of involving tutorial and outreach staff in decision-making processes
- ☐ offering opportunities for personal appraisal
- ☐ organising opportunities for staff to have meetings with others engaged in similar work.

A number of other projects were particularly concerned with provision for members of black and other ethnic minority groups. Here (as with other special target groups) there may be several very specific staffing and training issues – and always the danger that insufficient time is available for staff training.

"Given that Access to Business was a pilot course, and that the needs of Black residents returning to education for training to enter industry and commerce could be quite specialised it would, and indeed did, make demands on staff who came into contact with them for the first time. It would thus be important to devote time to staff development. Unfortunately the time constraints on the pilot course meant that no staff development meetings were held prior to the course ... no time was available to establish a team approach and collectively discuss the special requirements of black students on the course." ***[Access to Business for Black Adults (Project No.61)]***

In dealing with racism and anti-racist approaches, institutional, curricular and staff development factors are inevitably inter-twined.

"It can become difficult at a specific level to separate curricular strategies from institutional factors, because they are so interdependent. To illustrate this difficulty, let us consider an example in the area of staff development and training. The introduction of staff development workshops which have the aim of enabling staff to develop the skills necessary to detect racist bias in course material requires institutional change and commitment to the existence of an anti-racist approach. However, the introduction of such workshops could also be considered to be an integral part of the development of curricular strategies for a multicultural society." ***[Curricular Strategies for a Multi-cultural Society (Project No.3)]***

"Learners from ethnic minority groups experience racism as an everyday fact of life. College must combat any such experience within its boundaries:

- *senior college management must be involved and maintain a high profile in supporting anti-racism in the college*

- *all incidents of racism must be tackled in a committed way by college staff*
- *all racist behaviour and practices must be confronted and eradicated ...*
- *black students should be able to discuss their problems, if relevant, with a black staff member if they wish."*

"Recruitment, selection and treatment of students from the black community were inadequate and in some cases clearly perceived by some staff and students to be actively racist. There was a reluctance to change the traditional practices which had served the traditional departments well in the past. There was a reluctance to acknowledge the fact that they had not served the local black population at all well."

"Staff development was viewed as a key to exploring such issues and a small scale staff development programme was envisaged for the final stages of the project's life." ***[Access to Mainstream FE for Unemployed Black Adults (Project No.24)]***

8.3.2. NEW ROLES AND NEW DEMANDS

Much traditional further education teaching has been based on authoritarian methods of transmitting knowledge and skills. Where new learner-centred approaches are being adopted different demands are being laid upon hard-pressed teaching staff. Many staff are keen to keep abreast of new developments and to experiment with new approaches. Managers must ensure that such staff receive adequate training and support aimed at developing appropriate new competences, skills and attitudes.

"Any new developments in the design and implementation of programmes for unemployed adults will necessitate a corresponding review of the skills, expertise and attitudes of associated staff, to ensure that they are adequately equipped to meet changing curricular requirements, and can effectively carry out tasks expected of them. With appropriate training, all staff can assume a proactive role in the curriculum development process."

"The departmental surveys showed that working with the unemployed underlined gaps in the skills and knowledge of tutors – typically Grade I lecturers and part-time staff. Perceived staff development needs included, amongst other things, liaison and outreach, guidance and counselling, identification of skill needs, and mixed-level/ability teaching. There was a strong undercurrent of feeling that in-service training for appropriate staff was a prerequisite to initiating any new curricula for the unemployed." ***[Anxious to Work, FEU, 1987 (Project No.9)]***

There appears to be substantial agreement that listening and counselling skills are particularly important for staff working with unemployed adults and other disadvantaged adult learners. In view of this fact the production by Project No.21 of a handbook on *Responding to Students' Problems* is especially important. Designed for individual use, Part II of the handbook can also be used in conjunction with an appropriate trainer-led staff development programme.

"If you are a teacher of adult unemployed students it is likely that some students will involve you in their personal concerns, maybe in group discussions or informally during coffee breaks. This may happen in other teaching situations, but, because of the stress that unemployment puts on individuals and their families, the incidence of family and personal conflict is likely to be at a higher level in groups of unemployed adults than with similar groups who are in employment."

"To become a counsellor takes a specific and structured training and yet the use of **counselling skills** *is commonplace in any student centred teaching and these skills are particularly useful in dealing with personal guidance issues. It is therefore useful to see the position of these counselling skills within a specific counselling model as a way of defining some of the boundaries between 'using counselling skills' and becoming a 'counsellor'."*

"All the skills of active listening are perhaps already in use by the effective

teacher but possibly are unrecognised and unlabelled. It is impossible for an individual to analyse their own skills without feedback either from an impartial observer or videotape or audiotape. Consequently, teachers often worry about whether they are using these skills appropriately. Therefore, it is useful to find some method for teachers to evaluate and reinforce their skills."

"It is easy for teachers whose natural inclination is to problem solve to undervalue the positive help that simply listening to a student can provide. In our fast moving culture it is rare for anyone to give their individual attention to another person for any length of time. And so one way of reinforcing the value of being listened to would be for teachers to experience it for themselves in a trio. Therefore, by setting up a listening exercise ... within a trio where each member uses active listening skills, teachers will see more clearly the benefit of effective listening." ***[Guidance in Personal Relationships for Unemployed Adults (Project No.21)]***

The effectiveness of a particular educational programme may often depend as much on whether staff feel comfortable with and competent to handle content and method as on the use of particular innovative approaches. Forcing the introduction of new approaches with which staff are uncomfortable is unlikely to be a recipe for success. Some new methods can be very demanding; and staff may need substantial support while they endeavour to come to grips with unfamiliar situations and experiences.

"Tutors can feel very uneasy about negotiating a course, especially the first time. Since they cannot predict the outcome, they are unable to plan the course too far in advance and must respond at short notice to students' decisions ... They also have to be able to handle criticisms if the sessions they devise do not appear to have complied with the decisions reached." ***[Second Chance to Learn, FEU, 1988 (Project No.10)]***

Chapter 5 (pages 39–44) of the report produced by Project No.9 (*Anxious to Work*) concentrates on staff development needs and strategies, and includes an analysis of attitudes, knowledge and competences relevant to staff working with unemployed adults. Chapter 7 of the report produced by Project No.19 also focuses specifically on Staff Development issues. The discussion in the latter chapter is recommended reading.

"Any curriculum change implies the development of staff to implement it. In particular, there are frequently needs for new teaching methods, new content, new relationships and new students. Curriculum development may be undertaken by teams of lecturers with a specific task and staff development can be an integral part of the team's functions. Staff development may be defined as any activity which allows the lecturer to deal more effectively with curriculum change." ***[Supporting the Unemployed in Further Education (Project No.19)]***

Before staff are asked to jump through any training hoops, however, those responsible for staff development programmes must be reminded of the need to encourage staff to make an assessment of their own training needs and of appropriate prior learning, knowledge and skills. It is important that we practise what we preach.

Those working in community contexts may complain that much of this section seems only to relate to institution based provision and to training for professional teachers and lecturers. Several projects have employed the services of volunteers and of local unemployed people in appropriate key roles. Competence and effectiveness are what we are concerned about, and in programmes for unemployed people these are not the exclusive preserve of professional educationists.

Let us give the last word to the Chairman of Owton/Fens Community Association.

"The volunteers have proved that you do not need to have had specialist training to improve and help develop the quality of life of the community – only dedication, commitment, a willingness to learn and listen and an awareness of the problems created by unemployment." ***[Owton/Fens Local Learning Centre: A model for change (Project No.52)]***

9. CONCLUSIONS

Before the launch of the REPLAN programme there was a strong feeling that something was wrong, both with our management of economic life and with an education system offering limited facilities to the adult public at large and very few opportunities truly suited to the needs of unemployed people. The need for change was recognised, at national and local level; and the REPLAN programme – along with other programmes and activities administered by the FEU and NIACE – has made its own particular contribution to the process of change.

EXTENSION OF OPPORTUNITIES

The need to develop effective education and training opportunities for unemployed people – and especially for the long-term unemployed – is now high on the national agenda. The REPLAN programme offers much valuable experience here. Moreover, the range of approaches deployed within the various development projects referred to in this report can be seen as having relevance for wider audiences in the education and training world.

Amongst our relatively under-educated adult population there are large numbers of people whose prospects as individuals, whose performance as citizens and whose potential productivity in the labour market appear more limited than ought to be the case. The evidence of positive learning experiences on the part of many adults participating in REPLAN activities means that we do not have to wring our hands in despair at the enormity of the challenge. Rather we can work towards implementation of strategies which will provide access to these kinds of flexible learning opportunities for many other sections of the adult community, not only for those formally classified as 'unemployed'.

A review of this nature, whilst it can by no means do justice to the wealth of innovative activity which has been stimulated by the REPLAN projects programme, provides a good introduction to the range of work which has been promoted by the Further Education Unit and the National Institute of Adult Continuing Education in relation to provision for unemployed and unwaged people. The developments taking place have not, of course, been confined to these special projects; they are to be found in the day-to-day work of voluntary organisations, educational agencies, training bodies and local education authority services up and down the country.

PLURALITY OF APPROACHES

REPLAN projects have given impetus to educational initiatives at all levels, from graduate programmes to adult basic education, and in a wide variety of institutional, vocational and community contexts. This review has sought to give something of the flavour of practical experience in several different contexts – problems and pitfalls as well as successes and exemplars of good practice – in the belief that we learn as much from contrasting as from similar situations to our own, and as much from failures as from successes. One of the great advantages of the REPLAN Programme is that it has had a sufficiently clear focus on the particular needs of unemployed and unwaged people to develop a coherent set of aims and approaches. On the other hand, a plurality of values, philosophies and approaches has also been an important feature of REPLAN activities. Educational marketing managers have much to learn from community developers, and vice-versa. There is no single formula for guaranteed effectiveness in opening up education and

training opportunities to the unemployed, the educationally disadvantaged and to other sections of the adult public.

The complexity of the programme's curricular aims, and of needs and demands in a multi-cultural society have called for complex responses. It has therefore been important that a programme designed to make an effective impact on meeting the needs of unwaged and unemployed people can mobilise the efforts of individuals and organisations from widely different backgrounds: colleges and adult education institutions, other public sector services, community centres, voluntary organisations, employers, trades unions, local community groups, arts and cultural organisations, religious and other bodies. Inevitably in such a situation there are differences of 'culture' and values – but these are to be welcomed. If we are to nurture and develop the creative energies of unemployed people as individuals, as citizens, as members of community groups and as workers, we must encourage those contributing to our education and training programmes to invest much of their own vision, energy, inspiration and commitment in this process.

The attempt to develop initiatives across a very broad spectrum, from informal group activities in local neighbourhoods to institution-based higher education programmes, has had its attendant problems, but has undoubtedly been worthwhile. Occasionally there is a natural temptation for community-based workers to call down fire and brimstone on what they see as large comfortable institutions in the formal sector. However, many of the institution-based projects referred to in this review provide clear evidence of the substantial changes and increased flexibility which are now far more characteristic of the college sector than was formerly the case.

EFFECTIVE SUPPORT FOR INNOVATION

It is clear that there is now substantial experience of a variety of effective methodologies ranging across a number of different fields – project-based training, resource-based and 'open' learning, peer group teaching, group work techniques, outreach and community work approaches, etc.

The business of practitioners must be to ensure that an appropriate combination of methodologies is selected for particular circumstances, that these methodologies are effectively used and that outcomes are carefully evaluated. Piloting of innovatory methods is something to be encouraged; amateur dabbling should be discouraged. Staff involved in introducing new approaches must be adequately prepared for any new tasks and provided with appropriate opportunities for continuing training and staff development. Parts of the REPLAN programme have laid substantial emphasis on staff development. There is, nevertheless, an inherent problem in our decentralised education system when it comes to training and to dissemination of good practice on a national basis. Organisations like the FEU, NIACE and the Further Education Staff College all play their part in this process. However, there must also be a substantial responsibility on individual providing agencies, on local authorities and their associations to consider and implement collaborative strategies for maximising the impact of training, advisory and consultancy services designed to ensure that good practice and sound methodology are speedily spread throughout the service.

CONSOLIDATION AND INTEGRATION

An immediate priority in this context must be the acceleration of processes designed to ensure that the many useful activities and approaches pioneered under the umbrella of the REPLAN programme, and by workers engaged in developing provision for unemployed people at local level, are appropriately embedded in the permanent structures of our education and training system and provided with adequate continuing support. Section 8.2 has highlighted the various challenges

and problems associated with the 'integration' process. Circumstances, of course, will vary considerably. In some cases the development of new approaches in marketing, curriculum delivery, guidance and assessment may have major implications for institutional organisation and management. Elsewhere small-scale or seemingly fragile innovations may be expected to have little direct impact on mainstream provision, but may call for some degree of protection and sensitivity, if promising seedlings are to be nurtured into full growth. Certainly, provision of educational opportunities for unemployed and disadvantaged adults must now be recognised as an integral part of normal further and adult education provision.

AN OLDER CHALLENGE

Under the REPLAN programme and in many other contexts we have seen valuable work undertaken on curriculum development matters relating to women, to multicultural and equal opportunities issues. Interestingly, however, it has emerged that one of the most problematic target groups as far as some of the REPLAN development projects were concerned appears to have been older adults – particularly older men.

> *"People in our sample of mid and late 50s who have been made redundant against their choice are not content to sit out their years until they reach the official pensionable age. They want to be economically active; they want to use their time in activities they consider worthwhile. Just as it is normal to find few girls on a range of science and technology courses, so it is normal to find older people absent from a whole range of educational provision from which they are not formally excluded.*
>
> *We believe that once educational providers of all kinds study the age profiles of their students, it will become clear to them that their current practices fail to attract older students. As for employers, we suspect that they sometimes deliberately and systematically exclude older people from waged opportunities from which rational criteria would not preclude them."* ***[Opportunities for the Older Unemployed (Project No.13)]***

Several projects referred to the needs of middle-aged and older unemployed men, but noted the difficulty in attracting them as participants in education programmes. Here, perhaps, we have a challenge requiring further attention.

REPLAN development projects at national and local level have clearly made a useful contribution to the extension of education and training opportunities for adults, to the design, implementation and evaluation of curricular activities and to questions of priority and organisation within the wider field of further education. Many providing agencies are now paying far greater attention to the educational needs of adults, and to the particular requirements of unemployed people. The projects reviewed in this report have accumulated experience which will be of direct interest to such agencies.

Further details of this experience may be found in the various reports (the majority available from NIACE or the FEU) which are listed in the project summaries that follow.

10. THE PROJECTS IN BRIEF

PROJECT NO: 1 (RP 203)

FUNDED: FEU 1984

TITLE: The CCPR Community Sports Leader Award

PROJECT AGENT (AND LOCATION): Southwark Adult Education Institute (ILEA) (London Borough of Southwark)

SCOPE OF PROJECT: A new training course leading to the Community Sports Leader Award of the Central Council for Physical Recreation (CCPR) was piloted and evaluated by an adult education institute. The CCPR curriculum was modified to meet the needs of unemployed adults and to take account of the needs of adults with disabilities. The report briefly describes course design, recruitment, outcomes and the results of an evaluation exercise. Key findings and recommendations are listed in a final section.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 29pp report, *The Community Sports Leaders Award*, has been published (FEU, 1986).

PROJECT NO: 2 (RP 209)

FUNDED: FEU 1984

TITLE: Dissemination of Education Information to Disabled Adults

PROJECT AGENT (AND LOCATION): INSET (London Borough of Southwark)

SCOPE OF PROJECT: The project was concerned with developing effective means of bringing information about appropriate education and training opportunities to the attention of disabled adults in the community. A questionnaire was circulated for completion by disabled people themselves and interviews were conducted both with disabled people and with different kinds of professionals working with disabled adults. Recommendations included the appointment of a Special Needs Adviser, compilation of a directory, establishment of a Consultative Group to advise on special needs policy, and implementation of effective publicity and referral services.

PUBLISHED MATERIAL/REPORTS AVAILABLE: Photocopies of the project report are available from the FEU Information Centre.

PROJECT NO: 3 (RP 232)

FUNDED: FEU 1984/85

TITLE: Working with Young Adults in a Multicultural Context

PROJECT AGENT (AND LOCATION): Project Fullemploy – in association with three FE colleges (national project)

SCOPE OF PROJECT: The project highlighted areas for consideration in the development of curricular strategies for a multicultural society, which are likely to be of use to other institutions seeking to improve access for young, unemployed black adults. The framework utilised involved examination of access arrangements and learning content, development of curricular materials and identification of staff development needs.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A summary bulletin (published June 1987) is available from the FEU Information Centre.

PROJECT NO: 4 (RP 242)

FUNDED: FEU 1984/86

TITLE: An Interactive Guidance Package for the Adult Unemployed

PROJECT AGENT (AND LOCATION): CET/MSC/Kent County Council (Gillingham Learning Links Centre/Job Centre)

SCOPE OF PROJECT: The Learning Links project was concerned with establishment of inter-agency education information centres for adults, utilising the facilities of information technology. The FEU component was focused more particularly on the development of an interactive guidance programme which would facilitate self-assessment and motivate users to search for themselves and consider a range of learning opportunities.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A bulletin describing the project (published December 1988) is available from the FEU Information Centre.

PROJECT NO: 5 (RP 252)

FUNDED: FEU 1984/85

TITLE: Adult Unemployed: Needs Analysis, Counselling and Development in MSC-related Provision

PROJECT AGENT (AND LOCATION): Grimsby College of Technology (Grimsby, Humberside)

SCOPE OF PROJECT: A review of full-time Preparatory and Vocational Assessment training programmes sponsored by the MSC. Investigation of clients' needs was a major part of the project, with consequent implications for curriculum design and implementation.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 54pp report, *Preparing Adults*, has been published (FEU, 1987).

PROJECT NO: 6 (RP 253)

FUNDED: FEU 1985/87

TITLE: Guidance Centre for the Unemployed (The Birmingham Education and Training Counselling Centre)

PROJECT AGENT (AND LOCATION): Handsworth Technical College (Handsworth, Birmingham)

SCOPE OF PROJECT: The project involved action research based on development of an Inner City Training Advice Centre (ICTAC, based in shop-

front premises) designed to provide educational guidance for unemployed adults, and especially members of ethnic minority groups. The report gives an account of the way in which the unit contributed to all elements of the curriculum development process. Key questions were identified for consideration by providers wishing to increase access to provision for black unemployed adults.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 28pp report, *Educational Guidance: New responses for inner cities*, has been published (FEU, 1989)

PROJECT NO: 7 (RP 254)

FUNDED: FEU 1985/87

TITLE: Evaluation of Alternative Programmes for the Long-Term Unemployed

PROJECT AGENT (AND LOCATION): Hinckley College of Further Education (Hinckley, Leicestershire)

SCOPE OF PROJECT: Evaluation of the Hinckley College Alternative Programme, designed to improve access for unemployed adults to college provision specifically adapted to their needs. The report emphasises the importance of learning opportunities which range across the vocational/non-vocational spectrum, the need for change in college recruitment procedures, timetabling, support systems and fee structures, and the adaptations needed in classroom practice to accommodate unemployed adult students.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report, *Special Provision for Unemployed Adults*, has been published (FEU, 1989)

PROJECT NO: 8 (RP 266)

FUNDED: FEU 1984/86

TITLE: Kings Heath Adult Education and Training Development Project

PROJECT AGENT (AND LOCATION): Kings Heath (Adult Education) Institute (Birmingham)

SCOPE OF PROJECT: The aim of the project was to initiate a developmental process for the adult education and training curriculum for unemployed and disadvantaged adults. The views and needs of unemployed people were investigated; existing provision, good practice and gaps in provision were analysed; and a variety of new developments were initiated or supported. The final report refers to a number of practical issues relating to organisation of educational provision for unemployed adults.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 49pp report, *Listening To You ... Listening To Us*, has been published (FEU, 1987).

PROJECT NO: 9 (RP 267)

FUNDED: FEU 1985/86

TITLE: Improving Guidance and Course Provision for Unemployed Adults in a Major City

PROJECT AGENT (AND LOCATION): Basford Hall College of Further Education (Nottingham)

SCOPE OF PROJECT: The main purpose of the project was to make proposals for a city-wide guidance network and to develop new provision for the adult unemployed. A survey of unemployed adults identified education and training needs; a survey of employers helped to identify requirements relating to employment and training; a survey of providers helped to map existing education and training opportunities and to lay the foundations for a collaborative approach towards organisation of guidance and provision. The final report suggests strategies for establishing effective information, guidance and counselling services.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 51pp report, *Anxious to Work*, has been published (FEU, 1987).

PROJECT NO: 10 (RP 273)

FUNDED: FEU 1985/86

TITLE: Analysis of Assessment and Structure within Return to Learn Courses

PROJECT AGENT (AND LOCATION): Oxford University Department for External Studies and the Workers' Educational Association, Bucks, Berks and Oxon District (Milton Keynes and Oxford)

SCOPE OF PROJECT: The project was concerned with monitoring and evaluation of three Second Chance to Learn courses mounted by the WEA with the intention of bridging the gap between informal discussion groups and access courses for higher education. The courses were free, included a short residential element, and regular provision of creche facilities. The final report provides information about the organisation of the courses and about evaluation methods used.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 66p report, *Second Chance to Learn*, has been published (FEU, 1988).

PROJECT NO: 11 (RP 285)

FUNDED: FEU 1985

TITLE: Unemployment and the FE Curriculum

PROJECT AGENT (AND LOCATION): National Institute for Careers Education and Counselling (national project)

SCOPE OF PROJECT: One of the main purposes of the project was to map out a conceptual framework encompassing the aims and content and curriculum development strategies relating to educational provision for unemployed adults. The five objectives outlined in the project report – Employability, Coping, Context, Leisure, Opportunity Creation – were widely adopted in subsequent REPLAN projects and activities. The report also contains sections dealing with Planning Points (relating to fourteen key curriculum themes), case studies and a Curriculum Planning Check-list.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 54pp report, *Adult Unemployment and the Curriculum: A manual for practitioners*, has been published (FEU, 1985).

PROJECT NO: 12 (RP 295)

FUNDED: FEU 1985/86

TITLE: Training for the Unemployed in Camping, Caravanning and Self-Catering Parks

PROJECT AGENT (AND LOCATION): Evesham College of Further Education (Evesham, Hereford and Worcestershire)

SCOPE OF PROJECT: In collaboration with a consortium of caravan parks this project sought to analyse training needs at basic level and to pilot a modular curriculum for unemployed people interested in finding employment in caravan and camping parks. The final report describes this process and offers a detailed outline of course units, information sheets, etc.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 44pp report, *Training for the Self-Catering Industry*, has been published (FEU, 1988).

PROJECT NO: 13 (RP 296)

FUNDED: FEU 1985/87

TITLE: Investigation of Education and Training Needs and Opportunities for Unwaged Adults in their Forties and Fifties

PROJECT AGENT (AND LOCATION): Continuing Education Unit, Thames Polytechnic (London Borough of Greenwich)

SCOPE OF PROJECT: This project concentrated on the experiences of older unemployed people and the development of educational provision suited to their needs and their previous experience. One specific focus of activity was the creation of a training course for tourist guides and the establishment of examination and accreditation arrangements. The report gives an account of problems and achievements in outreach work, and gives valuable insights into the experiences, perceptions and attitudes of older unemployed people.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 30pp report, *Opportunities for the Older Unemployed*, has been published (FEU, 1989).

PROJECT NO: 14 (RP 303)

FUNDED: FEU 1985/86

TITLE: Creating a Curriculum for the Long-Term and Itinerant Unemployed in East Dorset

PROJECT AGENT (AND LOCATION): Dorset LEA (Bournemouth/East Dorset)

SCOPE OF PROJECT: The project involved training and use of unemployed volunteers in the conduct of a survey of the needs, perceptions and experiences of seasonally and other unemployed people on the south coast of England. In response to the survey new courses were specifically designed, with a focus on personal and practical skills. The project report also includes an evaluation of the courses provided.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A bulletin, *Unemployment, Education and Training on the South Coast*, is available from the FEU Information Centre. Photocopies of the full report may also be ordered.

PROJECT NO: 15 (RP 321)

FUNDED: FEU 1986/88

TITLE: Skills Assessment and Vocational Guidance for Unemployed People

PROJECT AGENT (AND LOCATION): Avon LEA Further Education Staff Development Unit (County of Avon)

SCOPE OF PROJECT: The purpose of the project was to develop self-evaluation and assessment arrangements for unemployed people, associated with vocational guidance, in order to improve access to vocational education, training and jobs. Unemployed people in a number of different educational institutions were enabled to review and record their attainments in a Personal Portfolio containing supporting documentation and evidence. The report on the project includes case studies and a specimen portfolio.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 44pp report, *Skills Assessment and Vocational Guidance for the Unemployed*, has been published (FEU, 1989).

PROJECT NO: 16 (RP 322)

FUNDED: FEU 1985/87

TITLE: Analysis of Training Needs in Leisure Industries

PROJECT AGENT (AND LOCATION): North Warwickshire College (Nuneaton, Warwickshire)

SCOPE OF PROJECT: The project was designed to identify and define training needs at the operative level in the sport, leisure and recreational industries, on the assumption that this was one of the few growth areas likely to offer job opportunities for relatively unskilled unemployed people in the West Midlands. Surveys of relevant employers identified employment prospects and employer needs. Phase II of the project was primarily concerned with analysis of development of a skill-based modular curriculum for recreation assistants in leisure centres, sports centres and swimming pools.

PUBLISHED MATERIAL/REPORTS AVAILABLE: Part 1 (1989) and Part II (1990) of the report *Training for Leisure* are available from the FEU.

PROJECT NO: 17 (RP 332)

FUNDED: FEU 1986/87

TITLE: Learning to be a Group

PROJECT AGENT (AND LOCATION): Centre for Unemployment Studies, Wolverhampton Polytechnic (Wolverhampton, West Midlands)

SCOPE OF PROJECT: Focused on the activities of self-help learning groups for unemployed people, the project examined three initiatives taken by education providers which had promoted and fostered such groups. The interaction between unemployment groups and educational institutions was analysed and explored. The report offers colleges and other providers information and suggestions relating to outreach techniques.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 35pp report, *Outreach and Inreach*, has been published (FEU, 1988).

PROJECT NO: 18 (RP 337)

FUNDED: FEU 1986/87

TITLE: Access to Maths, Science and Technology

PROJECT AGENT (AND LOCATION): South Bank Polytechnic, London (National Survey)

SCOPE OF PROJECT: The first stages of the project were designed to map national provision of Access courses in maths, science and technology, and to establish the most recent educational trends in science and technology. The project then examined seven selected case studies, assessing the strengths and weaknesses of Access students and Access courses in these disciplines. The report contains a number of useful conclusions and recommendations.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 73pp report, *Access to Mathematics, Science and Technology*, has been published (FEU, 1989).

PROJECT NO: 19 (RP 357)

FUNDED: FEU 1986/87

TITLE: Supporting Unemployed Adults in Further Education

PROJECT AGENT (AND LOCATION): Stockton-Billingham Technical College (Cleveland County)

SCOPE OF PROJECT: The project operated according to an action plan which specified an initial statistical review of students in college, followed by a multi-stage sample survey of unemployed students, and the development and implementation of proposals relating to arrangements for enrolment, teaching, assessment, staff development, etc. The project report contains much useful information and advice for college-based providers.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 56pp report, *Supporting the Unemployed in Further Education*, has been published (FEU, 1989).

PROJECT NO: 20 (RP 358)

FUNDED: FEU 1986/87

TITLE: Unemployed Graduates – a Wasted National Resource

PROJECT AGENT (AND LOCATION): Centre for Labour and Management Studies, Department of Adult Education (University of Nottingham)

SCOPE OF PROJECT: One thousand graduates were surveyed about their perceptions of obstacles to employment. Selected employers were also surveyed about their experiences of recruiting graduates. The aims of the project were to define the scale and nature of unemployment among graduates and to develop trial curriculum packages providing bridges to employment. The report also reviews other relevant courses.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 135pp report, *Unemployed Graduates: A wasted national resource*, has been published and is available from the project agent.

PROJECT NO: 21 (RP 383)

FUNDED: FEU 1986/88

TITLE: Guidance in Personal Relationships for Unemployed Adults

PROJECT AGENT (AND LOCATION): National Marriage Guidance Council (national project)

SCOPE OF PROJECT: The aim of this project was to provide appropriate resources which would enable teachers of unemployed adults to help students with personal difficulties. A handbook was produced suitable for individual use by teachers in adult and further education, or in group training contexts. The handbook deals with Change, the Process of Loss, Life Events and Transitions, and also discusses Strategies for Helping.

PUBLISHED MATERIAL/REPORTS AVAILABLE: *Supporting Students* is to be be published by the FEU in 1990.

PROJECT NO: 22 (RP 392)

FUNDED: FEU 1987/88

TITLE: A Comparative Study of the Implementation of Contrasting Objectives for the Unemployed

PROJECT AGENT (AND LOCATION): Department of Adult Education, University of Southampton (Southampton, Hampshire)

SCOPE OF PROJECT: The project's main aims were to explore and define appropriate teaching and learning strategies for contrasting objectives (Leisure and Opportunity Creation) and to develop the experience of outreach methods in a number of different contexts. Marketing and Outreach approaches to recruitment were piloted on a comparative basis with interesting outcomes. The project report contains detailed description of activities, values and approaches.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report, *Negotiating the Curriculum with Unwaged Adults*, is to be published (FEU, 1990).

PROJECT NO: 23 (RP 397)

FUNDED: FEU 1986/87

TITLE: Evaluation of FEU REPLAN Projects

PROJECT AGENT (AND LOCATION): University of Lancaster (national project)

SCOPE OF PROJECT: The report on this project includes brief descriptions and evaluative material covering FEU curriculum development REPLAN projects commissioned between March 1984 and September 1986 (Projects 1–21 above). Comments and criticism were designed to assist the FEU in its management and development of the REPLAN programme.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 51pp report, *An Evaluation of the FEU REPLAN Programme*, has been published (FEU, 1989).

PROJECT NO: 24 (RP 413)

FUNDED: FEU 1987/88

TITLE: Access to Education for Black Adults

PROJECT AGENT (AND LOCATION): Sandown College (Liverpool)

SCOPE OF PROJECT: Set up to pilot access to vocational further education for black unemployed people in Liverpool, the project focused on three specific areas – Health Studies, Electronics and a Music Workshop. The experience and percep-

tions of participants are described, and the final chapter of the project report sets out conclusions and practical guidelines designed to help others planning comparable provision.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A bulletin is available from the FEU.

PROJECT NO: 25 (RP 416)

FUNDED: FEU 1988/89

TITLE: Developing Education and Training Provision for the Adult Unemployed

PROJECT AGENT (AND LOCATION): East Midlands Regional Curriculum Base (East Midlands Regional Project)

SCOPE OF PROJECT: Ten case studies of education and training programmes for the unemployed were selected as a basis for evaluation and review of the earlier curriculum planning checklist published in *Adult Unemployment and the Curriculum* (FEU, 1985 – see Project No.11 above). The resulting revised and elaborated checklist is designed for use by all those involved in policy, planning, design, development and evaluation of educational programmes for unemployed adults.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 43pp report and checklist, *Developing Education and Training Provision for the Adult Unemployed*, has been published (FEU, 1989).

PROJECT NO: 26 (RP 417)

FUNDED: FEU 1987/88

TITLE: The Outreach College – Its Design and Implementation

PROJECT AGENT (AND LOCATION): Cleveland Technical College (Redcar, Cleveland)

SCOPE OF PROJECT: The project was concerned with identifying the most appropriate ways to take further education and training out into the community and to deliver it in local community facilities. Quantitative and qualitative methods were adopted to survey the needs of unwaged adults; strategies for outreach delivery via community-based learning centres were developed; and implications for college organisation, staffing and support services were considered. Survey and evaluation instruments are detailed in appendices to the project report.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 108pp report, *The Outreach College: Design and implementation*, has been published (FEU, 1989).

PROJECT NO: 27 (RP 418)

FUNDED: FEU 1987/88

TITLE: Supporting the Open College

PROJECT AGENT (AND LOCATION): Further Education Unit (national project)

SCOPE OF PROJECT: Following the launch of the Open College, the Further Education Unit undertook to examine the potential role of LEAs and the Further Education sector in relation to the Open College initiative, and to publish a series of Open College Bulletins. The Bulletins included discussion of practical issues and problems and described relevant Open Learning initiatives in public sector Further Education.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A short series of Open College Bulletins was published by the FEU during 1987/88.

PROJECT NO: 28 (RP 420)

FUNDED: FEU 1988/89

TITLE: Women into Self-Employment and Technology

PROJECT AGENT (AND LOCATION): Wakefield District College (Wakefield, West Yorkshire)

SCOPE OF PROJECT: The project is the first phase of a curriculum development initiative to provide for women who wish to train for self-employment. This phase will include an analysis of needs and the planning of a suitable curriculum and support strategies. The project will consider the implementation of the FEU Curriculum Framework for Education for Self-Employment in the context of opportunity creation for unemployed adults. The project will also examine a variety of teaching and learning techniques suitable for use in a local centre away from the main college site.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report will be available on request from the FEU.

PROJECT NO: 29 (RP 430)

FUNDED: FEU 1987/89

TITLE: Curriculum Development in Community Work for the Unemployed

PROJECT AGENT (AND LOCATION): Department of Adult and Continuing Education, University of Durham (Newcastle upon Tyne and Gateshead)

SCOPE OF PROJECT: In association with the North East Regional (Community Work) Training Group, the aims of this project were to investigate the training needs of unemployed people active in community work; to design an appropriate curriculum and accreditation scheme for the target group; and to develop appropriate organisational structures involving both local voluntary organisations and FHE institutions. The building of Portfolios constituted an important element of the accreditation process.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from the FEU.

PROJECT NO: 30 (RP 431)

FUNDED: FEU 1987/88

TITLE: Sunderland Youth Employment Action Research Project

PROJECT AGENT (AND LOCATION): Borough of Sunderland Youth Employment Project (Sunderland, Tyne and Wear)

SCOPE OF PROJECT: Via a series of surveys the project sought to evaluate existing educational provision for young unemployed adults (19–25 years), to identify barriers restricting access to such provision, and to provide guidelines for providers of formal and informal educational opportunities. The project report suggests that guidance services and educational providers often fail to

target the 19–25 age-group via their information and programme provision.

PUBLISHED MATERIAL/REPORTS AVAILABLE: Copies of a report on this project are available on request from the FEU.

PROJECT NO: 31 (RP 434)

FUNDED: FEU 1987

TITLE: Supporting Restart

PROJECT AGENT (AND LOCATION): FEU Project Consultant (national project)

SCOPE OF PROJECT: The project sought to appraise the contribution of FE/AE establishments to the MSC Restart programme and to offer guidance to LEAs and institutions wishing to be involved in the provision of Restart courses. The report on the project is based on advice from an expert group and on evidence from visits to six institutions and an LEA which were selected as case studies. Sections in the report cover the objectives of the Restart programme, the operation of case study courses, discussion of key issues and recommendations.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 59pp report, *Supporting Restart*, has been published (FEU, 1987).

PROJECT NO: 32 (RP 441)

FUNDED: FEU 1987/88

TITLE: Evaluation of London Docklands SKILLNET Quick Start Initiatives)

PROJECT AGENT (AND LOCATION): National Foundation for Educational Research (ILEA and London Borough of Newham)

SCOPE OF PROJECT: In the context of an apparent mismatch between newly-created job opportunities and high rates of unemployment amongst local people, this evaluation project examined the training contribution of selected Docklands SKILLNET activities. Using interviews, observation and survey work, the project looked at occupational and educational needs, at curricular and learning methods, at trainees' experiences, at accreditation, progression, trainee destinations and employment prospects.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 120pp report, *Training and Development*, has been published (FEU, 1989).

PROJECT NO: 33 (RP 443)

FUNDED: FEU 1987

TITLE: Sports Leaders Certificate for the Deaf

PROJECT AGENT (AND LOCATION): Airedale and Wharfdale College (project terminated). Information available from the College.

PROJECT NO: 34 (RP 449)

FUNDED: FEU 1988/89

TITLE: Working with Unemployed Disabled Adults to Develop Self-Advocacy Skills

PROJECT AGENT (AND LOCATION): East Midlands Further Education Council (East Midlands Regional Project)

SCOPE OF PROJECT: Concerned with promotion of staff development in the field of self-advocacy for professionals working with unemployed adults having special needs, this project also looked particularly at the process of portfolio preparation as a tool in the acquisition of self-advocacy skills. A review of developments in the field of self-advocacy was undertaken, and eleven case studies were identified involving learners and key workers from a variety of backgrounds.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A bulletin, *Self-Advocacy Skills for People with Disabilities*, was published by the FEU in June 1989.

PROJECT NO: 35 (RP 464)

FUNDED: FEU 1988/89

TITLE: Progression for Unemployed Adults in Open Colleges

PROJECT AGENT (AND LOCATION): University of Lancaster Extra-Mural Studies Department (national project)

SCOPE OF PROJECT: Focusing on experience in three Open College federations, the project sought to investigate the record and approaches of different Open College models in facilitating education and training opportunities for adults. Enrolment patterns, experiences and progression routes were charted; a tutor survey was undertaken; and improved strategies for promoting progression on the part of unemployed adult learners were identified.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on this project is available from the FEU.

PROJECT NO: 36 (RP 465)

FUNDED: FEU 1988/89

TITLE: Unmet Needs: Feedback by Guidance Services into the Curriculum

PROJECT AGENT (AND LOCATION): North London Open College Federation (ALFA) (national project)

SCOPE OF PROJECT: The main aims of this project were to review feedback strategies used by educational guidance services in seeking to communicate the unmet educational needs of unemployed and unwaged adults, to identify and evaluate institutional mechanisms for provider response to such feedback, and to draw up guidelines for good practice. Case studies in Bradford, Hackney and Hertford provided material for analysis. The final section of the project report includes detailed recommendations to the various relevant parties.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from the FEU.

PROJECT NO: 37 (RP 466)

FUNDED: FEU 1988/90

TITLE: Education for the Mentally Ill

PROJECT AGENT (AND LOCATION): Kirklees LEA (national project)

SCOPE OF PROJECT: The project was specifically concerned with the evaluation of existing educational provision for the mentally ill (with particu-

lar reference to Kirklees and Manchester LEAs) and with the development of curricular strategies. Provision in a wide range of contrasting settings was studied; a curriculum development checklist was prepared; support structures for staff development were examined; and appropriate policy development proposals for LEAs were formulated.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from the FEU.

PROJECT NO: 38 (RP 467)

FUNDED: FEU 1988/90

TITLE: Developing Curriculum for Adult Unemployed from Black Communities

PROJECT AGENT (AND LOCATION): University of Warwick (national project)

SCOPE OF PROJECT: Seeking to identify successful features of black led community based projects and to make recommendations for curriculum development and service delivery in the statutory sector, the activities of around twenty learning groups in different parts of the country were observed and analysed. Factors included in the analysis included location, staffing, curricular approaches, management, and community involvement.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project will be available from the FEU.

PROJECT NO: 39 (RP 468)

FUNDED: FEU 1988/90

TITLE: Curriculum Design via Consultation with the Community

PROJECT AGENT (AND LOCATION): Bradford LEA (Bradford, West Yorkshire)

SCOPE OF PROJECT: The original aims of this project were to develop consultation processes on curriculum issues via Local Development Councils, to monitor curriculum policy development through an LEA inter-departmental Adult Education Select Committee, and to assess the implementation of new curricula by locally established voluntary/statutory consortia. Unforeseen changes of circumstance prevented full achievement of these aims.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report will available from the FEU in 1990.

PROJECT NO: 40 (RP 472)

FUNDED: FEU 1988/89

TITLE: Evaluation of the Open University's Outreach Project: Unemployment – Working it Out

PROJECT AGENT (AND LOCATION): Open University (Glamorgan, Wales)

SCOPE OF PROJECT: The UWIO project, involving dissemination and outreach effort based on use of Open University self-study materials for unemployed people was a national project. This evaluation study focused on activities in South Wales, encompassing a case list of 11 participating agencies expected to be making use of the study packs. The experience of agency managers, group leaders and group members was surveyed.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from the FEU.

PROJECT NO: 41 (RP 487)

FUNDED: FEU 1989/90

TITLE: Strangeways Open Learning Project: H M Prison Manchester

PROJECT AGENT (AND LOCATION): H M Prison Manchester

SCOPE OF PROJECT: The project was set up to investigate use of open learning materials and approaches in a penal setting. Prisoners were able to use open learning materials in their own cells, and education staff were given access to cells for provision of personal tutorial support. Accreditation and progression arrangements were negotiated with the Northern Partnership for Records of Achievement. It was hoped that prisoners would find it easier to continue their studies after transfer or release and that tutors would follow up students.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project will be available from the FEU.

PROJECT NO: 42 (RP 490)

FUNDED: FEU 1988/90

TITLE: Curriculum Design and Methodology in Women Only Courses

PROJECT AGENT (AND LOCATION): South Notts College of Further Education (national project)

SCOPE OF PROJECT: The principle aims of the project were to analyse and appraise curriculum design, course content and approaches on women-only courses; to identify the benefits and disadvantages of women-only provision; and to offer guidelines for providers on the development of women-only courses. A number of selected case studies in different parts of the country were analysed qualitatively and in great detail, and provided the basis for some interesting practical guidelines and recommendations on student-centred learning.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project will be available from the FEU.

PROJECT NO: 43 (RP 499)

FUNDED: FEU 1988/90

TITLE: Challenging the HE Curriculum: The impact of Access students in higher education

PROJECT AGENT (AND LOCATION): ILEA/Polytechnic of North London (London)

SCOPE OF PROJECT: A case study approach to provision of Access courses was adopted in four different subject areas (Law, Business Studies, Computer Science, and Education). A variety of staff and students were interviewed, and a series of seminars and other dissemination events was organised focusing on exemplars of good practice and factors likely to promote or obstruct change. One of the main aims of the project was to identify curriculum initiatives encouraging the entry and progress of non-traditional students within the HE system.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project will be available from the FEU.

PROJECT NO: 44 (RP 509)

FUNDED: FEU 1988/90

TITLE: A Support Network for Adult Education and Training in a Rural Area

PROJECT AGENT (AND LOCATION): Pembroke College (Dyfed, Wales)

SCOPE OF PROJECT: The main aims of this project were to identify gaps in the provision of education and training for adults in a rural area, to make proposals for filling them via a multi-agency approach, and to develop a network providing appropriate support arrangements for delivery of the proposed programme.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project will be available from the FEU.

PROJECT NO: 45 (RP 523)

FUNDED: FEU 1988/90

TITLE: Institutional and Organisational Consequences of Provision for the Adult Unemployed

PROJECT AGENT (AND LOCATION): Consultants at Work (national project)

SCOPE OF PROJECT: Based on five contributing case studies, the project sought to determine the current position regarding provision for the adult unemployed in the selected institutions, to identify the impact on the institutions of increasing such provision and to assess likely implications for management and organisational arrangements.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project will be available from the FEU.

PROJECT NO: 50

FUNDED: NIACE REPLAN 1987/89

TITLE: Leeds Council of Voluntary Service/Swarthmore Centre/Get it Together Project

PROJECT AGENT (AND LOCATION): Swarthmore Education Centre (Seacroft and Burley Areas of Leeds)

SCOPE OF PROJECT: Working on a neighbourhood basis, the project was concerned with the development of networks of non-formal learning groups for unemployed and unwaged people, based on principles of self-management and mutual aid. The final report describes the successes and failures of the approaches adopted and also makes reference to specific attempts to reach out to members of the local Asian community. The project demonstrates both the difficulties and the potential possibilities of community based learning in self-managed groups.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 71pp report on the Get it Together project is available from NIACE REPLAN.

PROJECT NO: 51

FUNDED: NIACE REPLAN 1987/89

TITLE: Developing and Improving Educational Provision for Older Unemployed Adults

PROJECT AGENT (AND LOCATION): South Yorks WEA/Rotherham LEA/Northern College/Unemployment Centre (Rotherham, South Yorkshire)

SCOPE OF PROJECT: The project was designed to improve knowledge of the local labour market as it affects older unemployed people, and to develop appropriate educational responses. Unemployed and unwaged people were directly involved in monitoring and research surveys. The development of new courses and educational activities involved collaboration between providing agencies and the adoption of community-based approaches. Participation of older unemployed males was lower than might have been desired.

PUBLISHED MATERIAL/REPORTS AVAILABLE: An 11pp report on the first 12 months of the project, *Part of a Shared Experience*, is available from NIACE REPLAN.

PROJECT NO: 52

FUNDED: NIACE REPLAN 1987/88

TITLE: Owton/Fens Local Learning Centre

PROJECT AGENT (AND LOCATION): Owton/Fens Community Association (Hartlepool, Cleveland)

SCOPE OF PROJECT: Working in co-operation with other major providers of information, education and training, project workers attached to a neighbourhood Community Association serving the Owton and Fens housing estates in south Hartlepool helped to develop the structures and activities of a Local Learning Centre. The Centre served as a local Drop-in point, offered leisure activities and provided a venue for both locally organised learning groups and outreach courses sponsored by Hartlepool College of Further Education. In association with the College, and with assistance from other agencies, a Help-line mini-job club scheme was also organised.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A composite 1987/88 report on Owton/Fens Local Learning Centre activities is available from NIACE REPLAN.

PROJECT NO: 53

FUNDED: NIACE REPLAN 1987/89

TITLE: REPLAN Open Learning Enterprise Project (ROLE)

PROJECT AGENT (AND LOCATION): West Cumbria Open Learning Trust/Cumbria LEA (Allerdale and Copeland Districts, West Cumbria)

SCOPE OF PROJECT: Originally planned as an initiative concerned with development of Open Learning opportunities (in the more specialised sense), the ROLE project discovered the importance of preliminary effort more generally aimed at raising awareness amongst policy-makers and providers about the need for open and flexible access to education and training opportunities on the part of unemployed and unwaged adults. The project report identifies practical principles and problems relating to implementation of Open Learning provision (more narrowly defined) for unwaged adults.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 66pp report, *Let's Open The Door to Learning*, is available from NIACE REPLAN.

PROJECT NO: 54

FUNDED: NIACE REPLAN 1985

TITLE: Educational Vouchers for Unemployed Adults: A Subsidised Fee Scheme

PROJECT AGENT (AND LOCATION): Richmond Adult and Community College (London Borough of Richmond-upon-Thames)

SCOPE OF PROJECT: The primary aim of the project was to improve access to educational opportunities for unemployed adults by offering reduced fees. A voucher scheme, initially funded from a local charitable grant, allowed multiple enrolment on part-time college courses for a selected number of eligible potential students. The scheme proved to be a great stimulus to demand.

PUBLISHED MATERIAL/REPORTS AVAILABLE: An 8pp summary report, *Educational Vouchers for Unemployed Adults*, has been published (NIACE 1988). Copies of this summary, or of the full report, are available from NIACE REPLAN.

PROJECT NO: 55

FUNDED: NIACE REPLAN 1987/89

TITLE: Responses to Redundancy

PROJECT AGENT (AND LOCATION): Birmingham LEA Careers Service (Birmingham, West Midlands)

SCOPE OF PROJECT: Based with Birmingham LEA Careers Service, the Education and Training Advisory Service (ETAS) was concerned with development of guidance provision for workers facing redundancy from a variety of small and moderate sized firms. The project worker operated on site offering advice and guidance on job search skills, self-employment, finance management and education/training opportunities.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 56

FUNDED: NIACE REPLAN 1987/89

TITLE: Trowbridge Unemployed Support Project

PROJECT AGENT (AND LOCATION): Trowbridge and District Trades Union Council (Trowbridge, Wiltshire)

SCOPE OF PROJECT: The project illustrates how one relatively small voluntary sector agency (a local Trades Union Council) can effectively stimulate a broad programme of community-based activities for unwaged and unemployed adults, working in partnership with other providing agencies. The project supported a number of learning initiatives and other activities, and built a strong link with the local WEA branch, which has facilitated follow-on activities. The project also worked in conjunction with the local Technical College.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A 57pp final report, *Trowbridge Unemployed Support Project*, is available from NIACE REPLAN.

PROJECT NO: 57

FUNDED: NIACE REPLAN 1987/90

TITLE: Educational Development in an Area of Mining Decline (Moira Project)

PROJECT AGENT (AND LOCATION): North West Leicestershire Council for Voluntary Service (Village of Moira, Leicestershire)

SCOPE OF PROJECT: Due for completion in Summer 1990, this project has had a number of aims: to offer information and guidance about education, training and employment, to encourage existing formal and informal education providers to offer more flexible opportunities for unemployed adults over 40, and to encourage and support local self-help activities. A prime focus has been on coping and opportunity creation. Activities supported have included a hedgelaying/rural skills project, a Community Press (involving IT applications via computer aided compilation and desk top publishing), computer studies and a video project.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A project report is available from NIACE REPLAN.

PROJECT NO: 58

FUNDED: NIACE REPLAN 1986/87

TITLE: Developing Educational Opportunities for the Seasonally Unemployed in a Rural Coastal Area

PROJECT AGENT (AND LOCATION): East Anglian Regional Advisory Council for Further Education (Hunstanton, West Norfolk)

SCOPE OF PROJECT: This project built on earlier research undertaken by the University of East Anglia which examined the particular problems of adults who are seasonally unemployed in an isolated coastal area. A drop-in facility was established; an inter-agency network was promoted between the various providers of education and training; new provision for unemployed people was organised and existing provision adapted to meet the needs of the seasonally unemployed.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 59

FUNDED: NIACE REPLAN 1988/89

PROJECT AGENT (AND LOCATION): Department of Continuing Education, University of Warwick

SCOPE OF PROJECT: The evaluation of NIACE REPLAN Phase II local development projects was based on documentary research, interviews with relevant senior staff and fieldwork evidence, mainly from the Midlands and north-west of England, but also from sampling visits to projects elsewhere.

PUBLISHED MATERIAL/REPORTS AVAILABLE: None

PROJECT NO: 60

FUNDED: NIACE REPLAN 1987/89

TITLE: Writing Activities in Liverpool Libraries (WALL)

PROJECT AGENT (AND LOCATION): Liverpool Library Service (Liverpool, Merseyside)

SCOPE OF PROJECT: The WALL project has been the only development project (funded by either NIACE or FEU) to focus on the role of the public library service in providing learning opportunities for unemployed people. The main emphasis of the project was on creative writing and other creative arts activities. Volunteer staff became involved in both generating ideas and supporting new initiatives; rooms and facilities were provided for local groups; tours of the central libraries were specifically organised for writers; support was provided for a Forum on Art in the Community.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 61

FUNDED: NIACE REPLAN 1987/89

TITLE: Access Opportunities for Black Unemployed Adults into Management/Supervisory Training

PROJECT AGENT (AND LOCATION): Merseyside Chamber of Commerce/Old Swan Centre, Sandown College (Liverpool, Merseyside)

SCOPE OF PROJECT: The purpose of the project was to pilot a course designed to facilitate access to business management training and higher education for black adults, in partnership with major local business and commercial organisations (including the MSC). The one-year, full-time course combined college-based study with practical training and work experience in industrial and commercial placements.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 62

FUNDED: NIACE REPLAN 1987/89

TITLE: Exploration of the potential of Video for Use in Outreach Work

PROJECT AGENT (AND LOCATION): North West Centre for Video Training and Manchester Polytechnic (North Manchester)

SCOPE OF PROJECT: The main purpose of the project was to investigate ways in which video might be used to attract unemployed males into some form of adult or continuing education. Three different sites were chosen for display of the video and of associated leaflets – a housing office, a Co-op store and a health centre – and responses were monitored in each location.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 63

FUNDED: NIACE REPLAN 1988/89

PROJECT AGENT (AND LOCATION): Northamptonshire Education Department (South West Northamptonshire/Towcester)

SCOPE OF PROJECT: Under the auspices of the project, a rural development worker was given responsibility for analysing the learning needs of unemployed adults in a rural context, developing networking and collaboration strategies (paying particular regard to transport), and promoting a framework for open learning. Special emphasis was laid on the encouragement of self-help approaches.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 64

FUNDED: NIACE REPLAN 1987/88

TITLE: Adult Education and the Mentally Ill; Hinckley College of Further Education

PROJECT AGENT (AND LOCATION): Westfield Community Centre/Hinckley College of Further Education (Leicestershire)

SCOPE OF PROJECT: Originally designed to investigate progression from psychiatric hospital to day centre and to education in the community, in the event the project concentrated its efforts in three main areas: a literature search and survey of all existing LEA educational provision for the recovering mentally ill; development of a range of relevant community education activities; and elaboration of proposals setting out a role for community education in Leicestershire's Care in the Community scheme.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 65

FUNDED: NIACE REPLAN 1987/88

TITLE: Lincolnshire Redundancy Counselling Project

PROJECT AGENT (AND LOCATION): Lincolnshire Careers Service/Lincoln Careers Centre (Lincoln)

SCOPE OF PROJECT: The project was concerned with the development of a redundancy counselling service following the announced closure of an engineering company in Lincoln, with the anticipated redundancy of some 350 employees. Questionnaires, interview sessions and seminars were set up to identify the education and training needs of the workforce. Over 50% of employees sought help from the project, of whom the vast majority were found education, training or job placements. Booklets, information packs and advice were also made available.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 66

FUNDED: NIACE REPLAN 1987/89

TITLE: Community-based Self-help Learning Opportunities

PROJECT AGENT (AND LOCATION): Adult Learning Federation (ALF) (Newcastle-upon-Tyne)

SCOPE OF PROJECT: Focused on ways of encouraging and supporting neighbourhood learning opportunities in an urban context, the ALF project has also been concerned with development of training programmes for unwaged volunteers (who are the active core members of ALF). Other activities included production of a newsletter and collation of information materials, training and other learning resources for use by volunteers and local learning groups.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN. Annual reports are available from Adult Learning Federation, 4th Floor, High Bridge House, 21 High Bridge, Newcastle-upon-Tyne, NE1 1EW (Tel. 091 261 8779)

PROJECT NO: 67

FUNDED: NIACE REPLAN 1987/89

TITLE: Stepping into Education

PROJECT AGENT (AND LOCATION): People and Work Unit, Gwent (Newport, Gwent, South Wales)

SCOPE OF PROJECT: Outreach activities in eight local communities were used to develop a variety of first step courses and to pilot these as access routes into other forms of education and training for unemployed and non-participating adults. The project analysed different approaches to the promotion of community-based provision.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project, *Pathways Through Adult Learning*, is available from NIACE REPLAN.

PROJECT NO: 68

FUNDED: NIACE REPLAN 1988/90

TITLE: Bridging the Gap

PROJECT AGENT (AND LOCATION): Southwark College/Open College of South London (Westminster, Lambeth, Wandsworth, Southwark)

SCOPE OF PROJECT: The main aim of this project was to develop an innovatory programme of Bridging Courses for unemployed people, as joint ventures between black community groups, local councils and member institutions of the Open College of South London. The primary focus was on Afro-Caribbean adults.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project will be available from NIACE REPLAN.

PROJECT NO: 69

FUNDED: NIACE REPLAN 1988/90

TITLE: Developing Provision for Multi-Lingual Communities

PROJECT AGENT (AND LOCATION): Centre for Extra-Mural Studies, Birkbeck College, University of London (Southall, West London)

SCOPE OF PROJECT: The aim of the project has been to explore ways in which a university extra-mural department, working in co-operation with other local agencies, can contribute to provision of educational opportunities for Asian unemployed adults. The needs of women, and especially those for whom English is a second language, were given particular attention.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project will be available from NIACE REPLAN.

PROJECT NO: 70

FUNDED: NIACE REPLAN 1987/88

TITLE: A Tertiary Response in the Learning Needs of Unwaged Adults (the Bread Project)

PROJECT AGENT (AND LOCATION): Peterlee Tertiary College (Peterlee, East Durham)

SCOPE OF PROJECT: Building on earlier developments associated with a short television series featuring one family's experience of unemployment in Peterlee, this project was particularly concerned with strengthening the curriculum development role of a tertiary college operating within the framework of an adult learning network and an outreach strategy. An interesting focus of 'product development' was the honeycomb structure of six-week modular courses offering roll-on/roll-off opportunities for initial access to education and progression to more advanced courses.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project, *Use Your Loaf*, is available from NIACE REPLAN or from Peterlee College, Peterlee, Co Durham SR8 1NU.

PROJECT NO: 71

FUNDED: NIACE REPLAN 1988/89

TITLE: Accessing FE Institutions to Unemployed Adults Through a Summer School

PROJECT AGENT (AND LOCATION): Airedale and Wharfedale College of Further Education (North west Leeds)

SCOPE OF PROJECT: Focusing on the development, organisation and marketing of a programme of summer school activities for unwaged adults; this project explored ways of providing access to college resources for non-participants and non-traditional users. Emphasis was placed on promotion of 'taster' opportunities for adult learners, on provision of support services (including a creche), and on staff development for new roles and relationships.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 72

FUNDED: NIACE REPLAN 1987/88

TITLE: An Active Resource for its Host Community

PROJECT AGENT (AND LOCATION): University of Liverpool (Liverpool)

SCOPE OF PROJECT: The aim of this short six month project was to identify the range of physical and human resources available within the University of Liverpool which might be made more accessible to wider community use, to create a database and to develop proposals designed to encourage promotion of university–community

interaction. The project report recommended establishment of a Community Resource Unit, the designation of departmental Community Link Officers, the setting up of Community User Forums, and the location of a Mature Student Unit within the University's Department of Continuing Education.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 73

FUNDED: NIACE REPLAN 1988/89

TITLE: Developing an Assessment of Prior Learning Programme with Unemployed Students

PROJECT AGENT (AND LOCATION): Newport and Crosskeys Colleges of Further Education (Gwent, South Wales)

SCOPE OF PROJECT: This collaborative project, involving also the National Council for Vocational Qualifications and the IBM UK Trust, was concerned with the development of a system enabling adults to claim accreditation for relevant previous experience (in and out of work). In this instance the process of accreditation could lead to either a full City and Guilds or BTEC qualification by credit accumulation, or credit towards a qualification.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 74

FUNDED: NIACE REPLAN 1988

TITLE: Completion Rates and Other Performance Indicators in Educational Opportunities for Unwaged Adults

PROJECT AGENT (AND LOCATION): Gloucestershire College of Arts and Technology (GLOSCAT) (Gloucestershire)

SCOPE OF PROJECT: The main purpose of this study was to investigate performance indicators, completion rates, progression routes and reasons for drop out in the context of educational programmes for unemployed people. A college-based Open Door in-fill scheme provided the primary focus of the project.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report on the project is available from NIACE REPLAN.

PROJECT NO: 75

FUNDED: NIACE REPLAN 1988/89

TITLE: Further Education and Employment Training

PROJECT AGENT (AND LOCATION): Learners First, for NIACE REPLAN (sponsored by the Training Agency)

SCOPE OF PROJECT: Involving an analysis of current and potential Further Education participation in the Department of Employment's Employment Training programme, the main purpose of this project was the production of a Handbook for Managers and Organisers in Further Education. The Handbook includes chapters on Employment Training and the Challenge to Further Education; Employment Training in Action; Strategic Planning for ET; Co-ordinating a Flexible Response; Working with Unemployed Adults. Final sections include an Institution Review Audit CheckList and details of useful contacts.

PUBLISHED MATERIAL/REPORTS AVAILABLE: A report, Further Education and Employment Training: A Quality Response, is available from NIACE REPLAN.

WHAT IS REPLAN?

REPLAN is a programme to promote the development of educational opportunities for unemployed adults.

REPLAN aims to help those who provide education by identifying and publicising the most effective ways and means of meeting the educational needs of the unemployed, and by encouraging closer collaboration between the various providing agencies.

The programme is funded by the Department of Education and Science and the Welsh Office, and supported by the Training Agency. On behalf of REPLAN, the Further Education Unit (FEU) and the National Institute of Adult Continuing Education (NIACE) manage complementary programmes of development, and NIACE employs and manages regional field teams.

For further information on REPLAN contact:

Pat Gale (FEU), telephone 01 321 0433

The REPLAN Office (NIACE), telephone 0533 551451

The REPLAN programme launched by the Department of Education and Science in 1984, aimed to stimulate the development of new kinds of courses and new kinds of approaches to provision of learning opportunities for unemployed adults. At national level the Further Education Unit (FEU) was asked to promote a programme of curriculum research and development projects and the National Institute of Adult Continuing Education (NIACE) was given responsibility (along with other elements of the programme) for the funding of innovative local development projects.

Since the initial launch of the programme more than 400 projects have been sponsored by the two national agencies concerned. A review of the first phase of the NIACE projects programme, covering 16 local development projects, was published by the Institute in 1987 under the title 'LEARNING FOR A CHANGE' (ed. Jov Groombridge). This current review deals with a further 20-25 second-phase NIACE projects, plus the full complement of 40-50 curriculum development projects sponsored by the FEU between 1984 and 1989.